

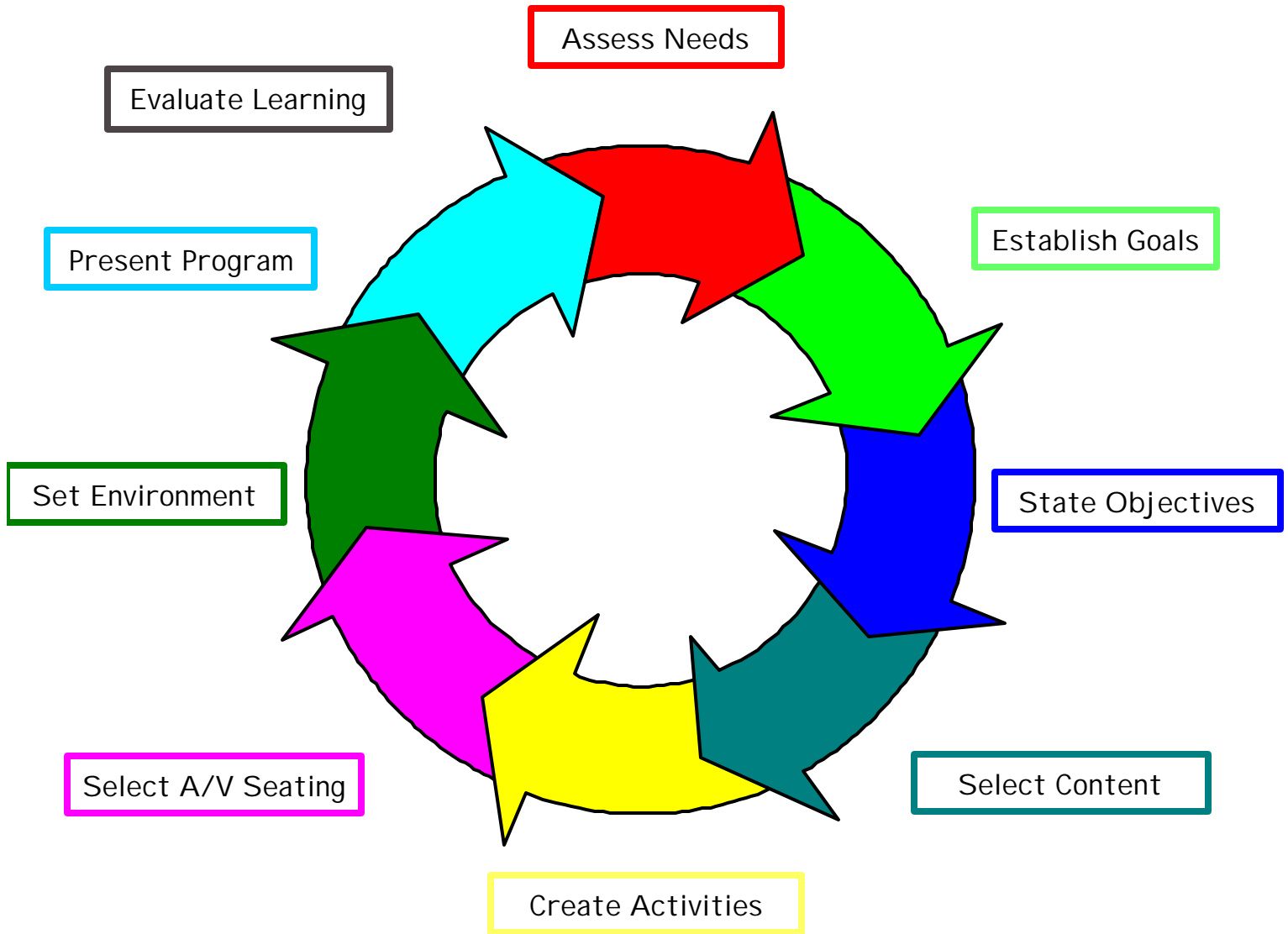
# FACULTY HANDBOOK



Published By: Arizona Supreme Court

***For Use By Individuals Serving As  
Faculty For The Arizona Judiciary***

# Planning Cycle



This handbook was developed by the Education Services Division, Arizona Supreme Court, Administrative Office of the Courts, 1501 West Washington, Suite 119, Phoenix, AZ 85007, (602) 354-1060.

The purpose of this publication is to foster excellence, consistency and effectiveness among all who serve as faculty for judicial education in Arizona.

This publication is a supplement to Faculty Skill Development training; it is not a substitute for active participation in training to enhance faculty capabilities.

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The Education Services Division supports the missions and activities of the Committee on Judicial Education and Training and all of its subcommittees.



### **COMMITTEE ON JUDICIAL EDUCATION AND TRAINING**

**MISSION:** To promote judicial independence and competence by providing educational programs that will enable judicial personnel to:

- perform with excellence, efficiency and economy
- foster respect and confidence in the judiciary
- protect the public
- maintain the integrity of the judicial system
- enhance career growth and development



### **JUDICIAL COLLEGE OF ARIZONA**

**MISSION:** To achieve judicial excellence through education and training that promotes:

- a systematic plan for all judicial education
- excellence in performance
- enhance educational growth
- design and implement all aspects of judicial education
- responsive to the needs of all Arizona Judges



### **COMMITTEE ON PROBATION EDUCATION**

**MISSION:** To promote and enhance professionalism in the field of probation through education and training that

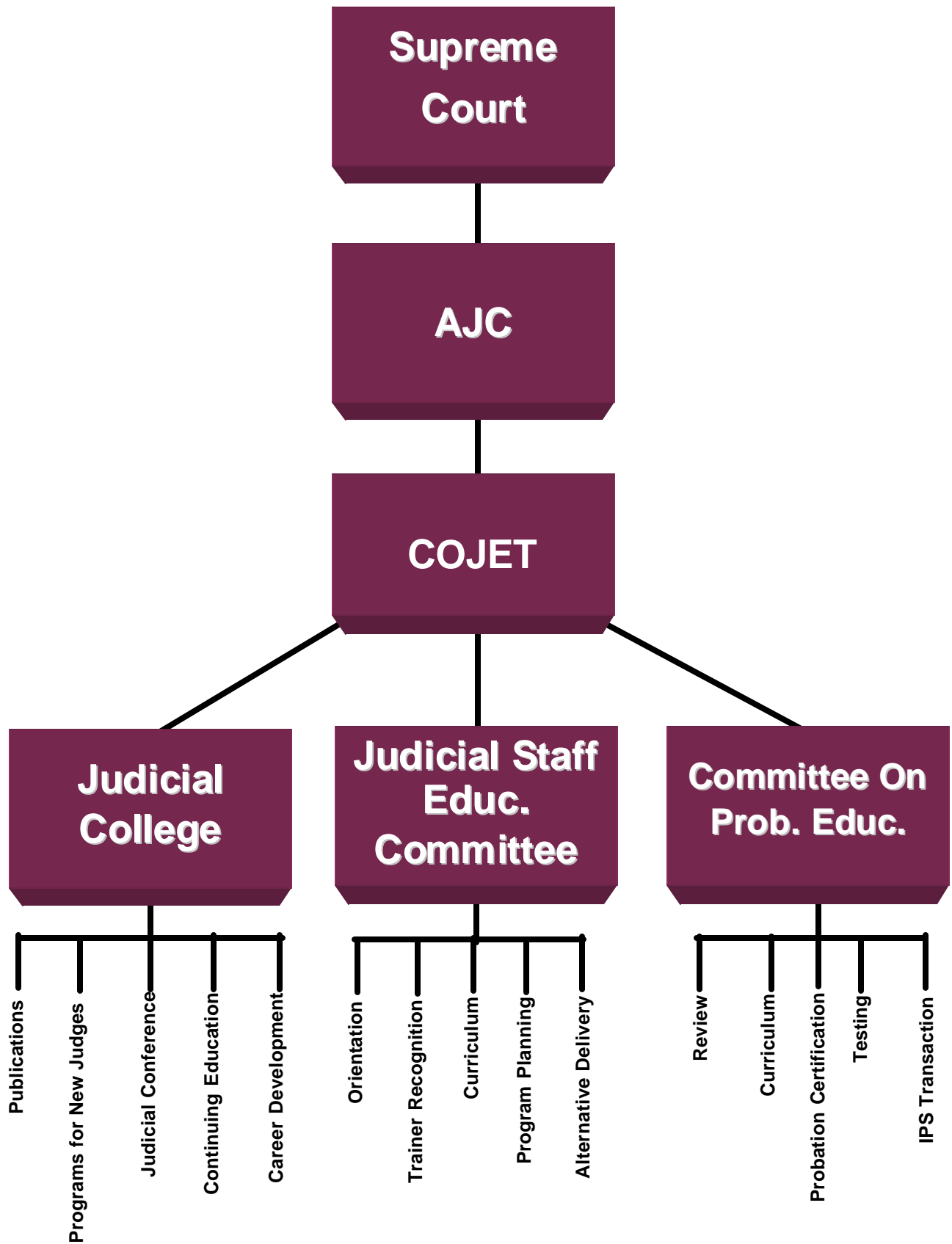
- provides officers with basic job-related knowledge
- guides officers' interactions with peers, clients and public
- develops job-relevant skills and knowledge
- establishes a statewide standard of knowledge of probation services



### **JUDICIAL STAFF EDUCATION COMMITTEE**

**MISSION:** To provide continuing education for the professional development of all non-judge/non-probation officer court personnel, including:

- continuing evaluation of educational needs
- careful program planning
- consistency of information
- quality educational opportunities
- equal allocation of resources among job categories served



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# INTRODUCTION

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Thank you for agreeing to serve as faculty for the Arizona Supreme Court's judicial education program. Whether teaching in a program for the Judicial College of Arizona (JCA), the Arizona Probation Officer Certification Academy or the Arizona Judicial Staff Education Committee, your expertise will provide information to participants that will enhance the delivery of justice in our state.

This *Faculty Handbook* was developed to assist you in the development and presentation of the session you have agreed to teach. It offers information on our judicial education system, what we can do to assist you in the development of your session, and what you can do to assist us and ensure your program is of the highest quality.

The first section, "*Who We Are*," provides a history and overview of judicial education in our state; it will give you an understanding of how we are structured, the programs we sponsor and the learners we serve.

"*What We Can Do For You*" offers a summary of the services we can provide to assist you in the development and presentation of your session(s). It describes how to access our graphic artist, how to request duplication of materials, how to request assistance in the development of teaching aids and contracting/reimbursement procedures.

"*What You Can Do For Us*" outlines some ideas, expectations and suggestions to enhance the success of your session(s). It contains time lines for various educational events, descriptions of several teaching methodologies, the most effective use of various pieces of audiovisual equipment, the advantages and disadvantages of various seating arrangements and more.

The final section is the *Appendix*, which contains several forms that are important to the development and presentation of your session(s).

If you have any questions or need assistance in any way, please contact the Education Services Division staff member assigned to your program at (602) 354-1060. We look forward to working with you!

## WHO WE ARE

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**V** Judicial education in Arizona is under the supervision of the Supreme Court; policies and standards are set by the Committee on Judicial Education and Training (COJET); curriculum is under the supervision of the Judicial College Board, the Judicial Staff Education Committee, Committee on Probation Education and their respective subcommittees. Day to day management of judicial education is under the Education Services Division of the Administrative Office of the Courts. Each respective curriculum committee works with numerous subcommittees to develop curriculum and implement seminars and conferences. Once topics are determined, faculty are selected and the planning process progresses to a new level.

**V** Faculty work with the committee responsible for the seminar or conference as well as with the Education Services Division of the Administrative Office of the Courts. Committee members are available to assist faculty throughout the planning process. The Education Services staff, however, is the primary resource for faculty during planning; staff can provide many forms of assistance, as described in the following section.

The routine programs and target audiences we serve are:

- New Judge Orientation (new limited and general jurisdiction judges)
- Judicial Conference (all judges)
- Judicial Staff Conferences (court administrators, judicial assistants, court reporters, bailiffs, court clerks, etc.)
- Supreme Court Update (all judges)
- Domestic Relations Conference (domestic relations judges)
- Probation Officer Certification Academy (new probation officers)
- IPS/JIPS Academies (intensive probation officers)
- Faculty Skill Development (train-the-trainer for all judicial personnel)
- Numerous broadcasts on various topics for a variety of audiences.
- Officer Safety Training (probation officers)
- Dependency Training
- Civil Traffic Hearing Officer Training
- Small Claims Hearing Officer Training
- Leadership Development Series (court managers, directors, administrators, supervisors)
- Training Coordinator Orientation Workshop (statewide COJET Training Coordinators)

# WHAT WE CAN DO FOR YOU ---

For assistance with any of the following services provided by the Education Services Division, please contact the Education Services Division staff member assigned to your conference or seminar by calling (602) 354-1060. For best results, make contact early in your planning, well before your presentation date.

*WE CAN:*

## **1. Provide Faculty Development Training**

There are three types of faculty development training offered on a routine basis: a half-day program which focuses on teaching methodologies and use of audio/visual equipment; a one-day program which focuses on understanding the adult learner, selecting and effectively using teaching methodologies, creating a learning environment, and effective program planning; and a three-day program that covers all of the above and provides hands-on training with audiovisual equipment, assistance with program planning and demonstration of participant presentations.

To obtain more information or to enroll in one of these programs, call the Education Services Division at (602) 354-1060.

## **2. Support Program Planning**

The Education Services Division staff can assist you in the development of your program. Each has a background in adult education and can provide information on structure, timing, activities, materials, resources such as video tapes or other prepared teaching aids, and evaluation techniques for your use during your session.

## **3. Provide Graphic Art Support**

The Graphic Artists of the division can assist you with production of overhead transparencies, slides, video tapes, graphs, charts or other special teaching aids. They can create designs for your teaching aids or reproduce materials you provide in other formats. A form to request graphic art for your presentation can be found in the Appendix.

For best results, allow adequate time for creation, editing and proofing of your materials. The following time lines can serve as a guide for production of your work:

Time lines for production of graphic art:

#### OVERHEAD TRANSPARENCIES / SLIDES

single .....	5 working days
multiple .....	10 working days

#### CHARTS / GRAPHS

single .....	5 working days
multiple .....	10 working days

#### VIDEO GRAPHICS

(does not include script writing ; allow  
additional time for location, equipment  
and crew reservations) .....20 working days

#### POSTERS

single .....	3 working days
multiple .....	7 working days

#### WRITTEN MATERIAL

handout/binder cover .....	5 working days
flyer .....	7 working days
other.....	(contact graphics specialist)

### 4. Duplicate Materials

Your written materials will be duplicated by the Education Services Division and delivered to the conference or seminar site. All materials to be duplicated should be received in “copy ready form” by the Education Services Division at least four weeks before your presentation. Materials, whether duplicated by the division or the faculty member, should be: clear copies, at least 12 point type, pages numbered, etc. If your materials need to be formatted (pages need to be numbered, sections need to be enlarged or reduced, etc.) allow at least six weeks for production. A form to accompany your materials for duplication can be found in the Appendix.

**If using copyrighted materials, obtain permission from the source for use of the material, or contact the Education Specialist assigned to your program to verify your usage does not violate copyright law.** The current copyright law (17 USC

s.107) allows limited use (one copy per student per course) of copyrighted material without prior permission under the fair use exception if:

1. the copying meets tests of brevity and spontaneity:
  - a. complete article is less than 2500 words or
  - b. an excerpt from any prose work is not more than 1000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

*spontaneity:*

- a. the copying is at the instance and inspiration of the teacher, and
  - b. the decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply; and
2. the copying meets the cumulative effect test:
  - a. copying of the material is for only one course, and
  - b. not more than one excerpt from the same author, nor more than three from the same collective work or periodical volume, may be copied during one term; and
3. there shall be no more than nine instances of such copying for one course during one term.

## **5. Assist In Selecting Audio Visual Equipment/Teaching Aids**

To enhance your presentation, a variety of audio/visual equipment is available. Please note that some equipment must be rented if it is not available through the division; in the event you request equipment and then decide not to use it, please notify the Education Specialist assigned to your conference or seminar so the equipment reservation can be canceled. Available equipment includes:

Flipcharts & Markers	Video Cameras	Overhead Projectors
Slide Projectors	Tape Recorders	Video / LCD Projectors
TV/VCR Monitors	Lecturn	Conference Phones
Option Finder System	PA Systems	Videoconferencing
Microphones	Dry Erase Boards	Computers

For information on potential use of a variety of audiovisual equipment, see pages 17-18 and/or consult with one of the Education Specialists.

## 6. Assist In Selecting Seating Arrangement(S)

Depending on your session size, the types of activities you plan to use and the psychological climate you want to establish, a variety of seating arrangements is available. For assistance in determining which is most suited for your session, refer to pages 23-24. Some possibilities are theater style, classroom style, or conference styles (which include round tables, open "U" or hollow square). Education Specialists can provide information on the session site and assist you in selecting the most appropriate seating arrangement.

## 7. Provide Time Lines For Your Session(s)

Although each education event is unique, there are some common elements in planning. The following are abbreviated time lines for various types of educational events: conferences, seminars, broadcasts. Please refer to the appropriate category to determine time lines for your session.

### CONFERENCE

9 months prior	_____	Faculty selected and contracts negotiated
7 months prior	_____	Faculty meeting held
6 months prior	_____	Presentation Proposals submitted to Planning Committee
5 months prior	_____	Program announcement information to Graphic Artist
3 months prior	_____	Audio/visual and materials requests to Graphic Artist Program Materials submitted for duplication
1 month prior	_____	Sample materials sent to faculty

### SEMINAR

7 months prior	_____	Faculty selected and contracts negotiated Faculty meeting held
6 months prior	_____	Presentation Proposals submitted to Planning Committee Program announcement information submitted to Graphic Artist
6 weeks prior	_____	Audio visual and materials requests submitted to Graphic Artist Program materials submitted for duplication
1 month prior	_____	Sample materials sent to faculty

## BROADCAST

7 months prior	_____	Faculty selected and contracts negotiated
6 months prior	_____	Faculty meeting held Program Outline or Script submitted to Planning Committee Program announcement information submitted to Graphic Artist
4 months prior	_____	Graphics requests submitted to Graphic Artist
6 weeks prior	_____	Program materials submitted for duplication
1 month prior	_____	Sample materials sent to faculty
1 week prior	_____	"Dry Run" held with faculty

### 8. Supply Information On Participants

Participants' names and courts/departments can be provided to you prior to your program. If more detailed information is desired/needed, please contact the Education Specialist assigned to your program to discuss obtaining more information.

### 9. Arrange Contract And/Or Reimburse Expenses

Faculty expenses are reimbursable for planning meetings as well as for program presentation. The Education Specialist assigned to your program will provide additional information.

**Contracting:** If you are contracted faculty, the Education Specialist assigned to your session will negotiate a formal Limited Services Contract that will include honorarium, if any, as well as program related and travel/lodging expenses. The contract must be reviewed by the Division Director before being forwarded to you for signature. Travel and lodging expenses are explained in the reimbursement section below.

**Reimbursement:** State Guidelines govern the amounts reimbursable for travel, lodging and per diem.

**Travel:** Faculty are encouraged to incur the lowest amounts reasonable for travel: reimbursement for airfare will be at the coach rate, mileage reimbursement will be at the current state rate. If airfare is not "direct-billed" to the Supreme Court, an original receipt from the airline is necessary for reimbursement. Reimbursement for mileage may be calculated by odometer readings or map mileage.

**Lodging:** Faculty should stay at the site recommended by staff. If the program is at a lodging site, staff will have negotiated a group rate. If the program is not at a lodging site, nearby lodging rates will have been negotiated at the government rate. If faculty make their own lodging arrangements, mention of the program or government rate is important to secure the lowest cost. If lodging is not direct-billed to the Supreme Court, an original receipt from the hotel is necessary for reimbursement.

**Per Diem:** Unless contracted differently, reimbursement for each meal will be at the current state rate; reimbursement for breakfast requires the individual to be in travel status before 6:00 a.m.; for dinner, the individual must be in travel status past 8:00 p.m. Receipts are not necessary for meal reimbursement. Prearranged group meals that are direct-billed to the Supreme Court are not eligible for reimbursement.

Whether contracted or receiving reimbursement for expenses only, faculty must provide a timely statement for services and/or a completed travel reimbursement form before payment can be made (preferably within 30 days of program).

#### **10. Provide Participant Evaluation Information On Session / Faculty**

Participant evaluation of both the session and faculty is a routine practice. These evaluations are done on a form provided to participants near the conclusion of the program. They are collected and compiled by Education Services staff and provided in summary form to faculty for their respective sessions within a few weeks after the program.

# WHAT YOU CAN DO FOR US ---

*TO MAXIMIZE YOUR PROGRAM'S EFFECTIVENESS, YOU CAN:*

## 1. Plan Your Program

The programs that are found to be the most beneficial to participants are those that are planned well in advance. To assist you in your planning, a form in the Appendix provides a format that includes the most important aspects for faculty to consider. Please complete this form and return it to the Education Services Division by the date specified in the cover letter accompanying this booklet. The following is an explanation of each section of the form.

To complete the form, please provide the following information:

**Name, court or agency, address and phone** – These are just identifiers.

**Topic** – This should be the subject/topic you were asked to present.

**Date, time of presentation, conference** – This is just a restatement of the planned date and time for the program.

**Title of program** – This more creatively and accurately reflects what the program will be, rather than just a statement of the topic.

**Biographical Information** – This is to become part of the handout material.

**Brief program description** – This is an enhancement, enlargement or fleshing out of the topic and is generally used for the brochure or flyer promoting the program.

**Questions to involve participants** – This is to assist you in actively involving participants so they become contributors to the program. This is a direct reflection of the judicial education philosophy that supports adult education principles and promotes the idea that learning is most effective when learners are active rather than passive.

**Seating arrangement desired and audiovisual equipment needed** – This is to inform staff of what will be needed for the room set up.

**Evaluation Plan** – This is to provide information on how you plan to assess or measure that participants have working knowledge of the information presented throughout the program. This does not include the written evaluation to be completed at the conclusion of the program.

**Objectives** – This section should contain statements that use action verbs to describe what participants should be able to do by the conclusion of the program. More detail is provided on stating objectives later in this section.

**Outline** – This section should outline the proposed presentation. Subtopics should appear in the left-hand column, time allocated for each subtopic should appear in the center, and teaching methodology for each subtopic should appear in the right-hand column (such as lecture, small group activity, panel discussion, etc.).

## 2. State Objectives in Measurable Terms

Objectives are answers to the basic question of “What should learners be able to do as a result of this session?” Objectives are **participant-centered** and **include action verbs** that are **measurable**. The test for stating an objective in measurable terms is, when the participant achieves it, can faculty **see it** or **hear it**. Although not all objectives can be accomplished in a session, faculty should attempt to measure as many as possible during the program.

Some examples:

- Participants will be able to **compare and contrast** the various views regarding intensive probation as opposed to incarceration.
- Participants will be able to **define** arbitration, mediation and settlement conferencing.
- Participants will be able to **conduct** an initial appearance following proper procedure.
- Participants will be able to **identify** the various components of the Cycle of Violence and **describe** their relevance and impact on families and the court system.

### ROLE OF OBJECTIVES IN CONTENT SELECTION

Objectives **guide faculty in selection of content**. They **further narrow** what was at one time a very broad topic. Once stated, objectives are the **focus of teaching**; information provided in the session is supportive of participants achieving objectives.

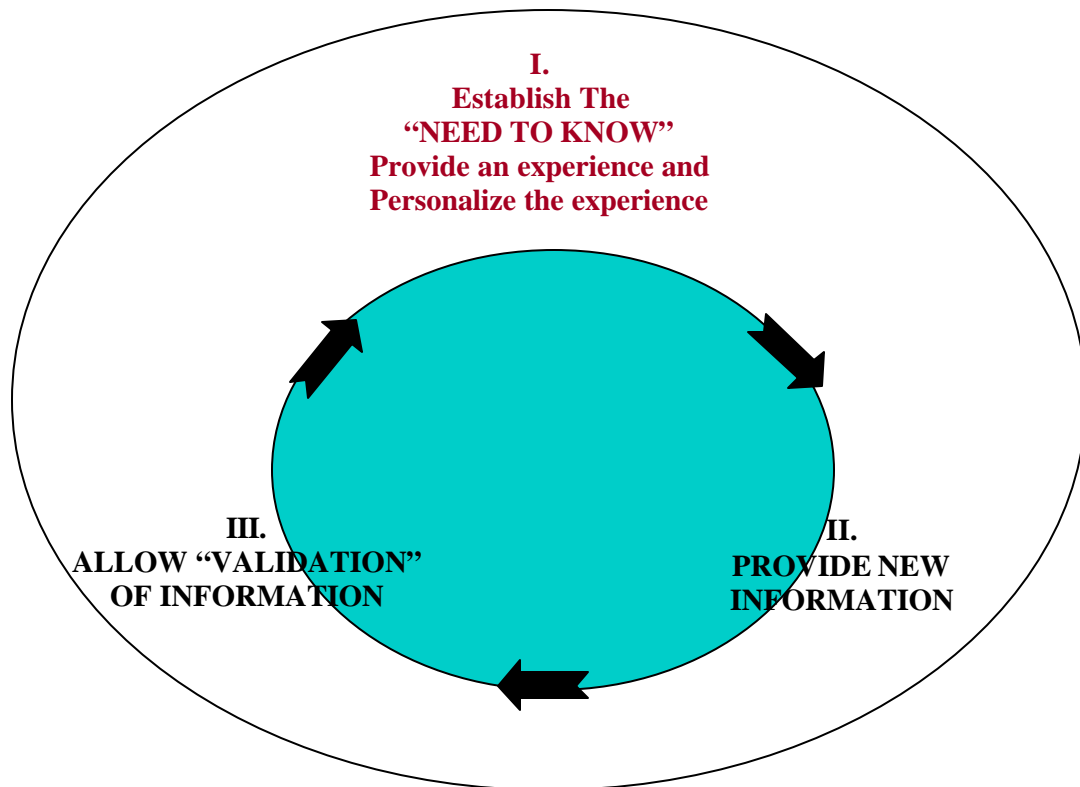
### ROLE OF OBJECTIVES IN EVALUATION OF LEARNERS

Stated objectives also define the **method of evaluation** faculty will use to assess learner success. If a stated objective is that “participants will conduct an initial appearance,” program content needs to include information, demonstration, and explanation of this procedure. Faculty also need to plan a portion of the session for participants to demonstrate their achievement of the objectives. In the case of the above objective, participants will demonstrate their ability to “conduct an initial appearance” in a case study or role play situation. Several participants can demonstrate the newly acquired skills simultaneously. Faculty can observe and determine whether the objective has been met.

### 3. Design and Present Your Program with an Effective Model

Opening a session is best done by providing participants an “**overview of the session.**” Learning is best accomplished when learners listen, interact and respond successfully to the objectives and expectations faculty has set.

Once participants know what to expect, the presentation should follow a well established cycle to maximize learning. Numerous teaching models that have been proven effective with adults. The following is one example.



#### The Presentation Cycle

This presentation cycle describes optimal learning for an individual learner and can be used as a model for program development. The overall session should reflect the cycle, and components of the program can also reflect it.

#### **I. ESTABLISH THE “NEED TO KNOW”**

To design the overall program, the initial task for faculty is to establish the “need to know” in learners. Adults come to education sessions with a variety of experiences, motives and opinions. If faculty simply launch into content, learners will be at varying levels of interest and involvement.

**A) Provide an experience to “open” minds. How** – Video, anecdote, case study, questions, role play.

Faculty need to provide learners with an **experience** to “open” minds to the new information about to be presented. This experience can be provided by use of an anecdote, video, case study, role play or question, which causes learners to acknowledge that there may be something worth knowing about this topic. This should be followed by **personalizing** the experience.

**For example**, to establish the need to know in an ethics session, faculty could present an anecdote that is a borderline violation of the Code of Judicial Conduct, show a video in which a judge acts in some questionable ways, or ask participants to recall the most significant event from their experience when they struggled with an ethical issue.

**B) Personalize the experience** and check participants’ readiness to learn. **How** – Questions, group discussion about the experience provided.

The next step is to “personalize” the experience for learners. This can be done by asking them to react to the anecdote, respond to the behavior of the judge in the video, or reassess their own behavior in the situation they recalled. The responses from the ensuing discussion provide faculty with a measure of learners’ readiness to learn. When discussion reaches a point that faculty feels is appropriate, the content can be introduced as a method to approach the issues being discussed.

**For example**, in the ethics presentation, as learners disagree about the correct resolution to a situation and the group discovers that there are no simple answers to complex ethical situations judges experience, faculty can use that moment to transition to content by stating, “There are no simple answers. We face these situations daily. Let’s examine what we can do to avoid the appearance of impropriety, even though we have done nothing unethical.”

## **II. EXPAND THE INFORMATION BASE/PROVIDE NEW INFORMATION**

**Provide new information** – through knowledgeable sources. **How** – Visuals, lecture, handouts, demonstration, panel discussion.

Faculty can then present the content designed to meet the established objectives set for the program. Presentation of content should involve a variety of teaching methods and teaching/learning aids. For example, in the ethics session, faculty can present the canon, use a panel of

experienced judges to analyze some ethical dilemmas, and show overhead transparencies with some ethical situations and the canons that apply.

### III. ALLOW VALIDATION OF INFORMATION

**Allow validation of information** – provide opportunity for use of information. **How** – Case study, action plan, role play, individual activity.

The final phase of the cycle is to allow learners to test the new information to validate its usefulness to them. This portion of the program actively involves participants. As has been stated previously, first time learners who use new information may be the most difficult. Providing a situation for use of this information in the session makes its use in daily activity easier. For example, in the ethics session, faculty can have learners analyze some case studies or reanalyze their reaction to the experience provided during the opening of the session. **This is also when faculty can conduct a final evaluation of learner achievement of the session objectives.**

## 4. Consider Using a Variety of Teaching Methodologies

After having gathered content, it is important to **determine presentation methods (teaching methods)**.

The following information defines the most common teaching methodologies; the **types of information** best conveyed through each method; the **types of objectives** best met; the **status or perception of the learners**; the **special aspects** of the method; and some **suggestions** to make the method most effective.

**Lecture:** *A monologue delivering information from faculty to learners.*

Information best conveyed includes facts, histories, and opinions of faculty. Both cognitive and affective objectives can be met through this method. Participants are passive during traditional lecture, and there tends to be a perception among participants of the “superiority” of the lecturer/faculty. One advantage of lecture is that faculty can convey a great deal of information in a short period of time – but participants are not active, which is a disadvantage. To maximize lecture, incorporate AV equipment or other teaching aids to break the monotony; involve participants through questions and answers; segment information into 45 to 60 minute blocks with breaks between, and integrate other methods with lecture to engage learners more actively.

**Debate/Panel Discussion:** *A presentation of differing views from individuals, usually under the direction of a moderator.*

Information best conveyed through either panel or debate is a variety of opinions, perspectives/viewpoints. Cognitive and affective objectives can be met. Participants are engaged by identifying with one or more of the panelists or debaters. Advantage of panel and/or debate is that each broadens learners' perspectives and can influence their opinions. It is important to use a moderator and engage learners by incorporating their questions to panelists or debaters. Additional information is in the Appendix.

**Group Activity:** *A subdivision of participants for purposes of accomplishing a task.*

Information best conveyed through group activity includes a sharing of personal experiences, knowledge, opinions or interpretations of information presented. Objectives that can be met include cognitive, psycho-motor and affective. Learners are active and engaged. This methodology breaks down barriers, provides a "safe" forum for shy learners, and increases trust and esteem among group members. To maximize group activity, structure the activity and give written instructions, use facilitators for each group, and get feedback from as many groups as time allows. Additional information can be found in the Appendix.

**Demonstration:** *The modeling of a skill or behavior.*

Information best conveyed includes use of skills and the operational aspects of procedures. The most common type of objective met is psycho-motor. Learners are generally passive, but are somewhat engaged as they mentally go through what is being demonstrated. An advantage of demonstration is that it involves multiple senses of learners (seeing and hearing) and it provides a change of pace from lecture presentations. To maximize demonstrations, seat the audience for viewing or have multiple demonstrations so everyone can observe easily.

**Experiential Activity:** *Creation of realistic situations in which new information is applied and participants respond to its usefulness.*

Information best conveyed includes use or practice of individuals' skills/abilities, discovering emotions, building teams and making decisions based on as near real-life as can be created in an education session. Cognitive, affective and psycho-motor objectives can be met in experiential activity. Participants are active. This methodology breaks down barriers, puts learners in touch with their own feelings and allows learner validation of information presented. To maximize experiential activity, use "observers" to report back to learners what they did/exhibited, structure the activity and provide written instructions. Additional information can be found in the Appendix.

**Individual Activity:** *Participants work on their own to accomplish a task.*

Information best conveyed includes finding additional facts, reading histories, and applying skills. Cognitive and possibly psycho-motor and affective objectives can be met. Learners are all active, but some may feel isolated from one another. An

advantage to individual activity is that each learner can “pace” learning at his/her own rate. To maximize this methodology, preface the individual activity with a group activity to prepare for individual work, and provide feedback to the large group from some individuals as to their experience in the activity.

**Participatory Method:** *Participants are actively engaged by faculty during the program.*

One other methodology that can be used with all those discussed to make learning more effective is the “participatory” method. It is the basis for an educational environment of mutuality; it involves learners at every opportunity by incorporating questions, creating a dialogue and engaging learners actively in all aspects of the session. It involves soliciting input, questions, opinions, and experiences from learners throughout the presentation. This method takes time, but it yields a rich resource for all participants, the collective wisdom of adult learners.

## **5. Consider Using a Variety of Audiovisual Equipment/Teaching Aids**

After selecting teaching methods to be used, it is important to **select training aids**. Training aids can be anything that fosters learning, but for purposes of brevity this section will address only a few of the more commonly used ones. **Criteria for selecting a teaching aid** include:

- **special aspects** – unique features no other aid can supply;
- **appropriateness** – time, setting and group;
- **nature of information** – which aid will best suit the specific information;
- **audience size** – some aids are only effective in small groups;
- **availability** – ease of access and use.

**Flip Charts/Posters:** These are best used for lists, audience reactions, charts and/or key words. The audience should be relatively small – limited to 20 or 25. The most noteworthy aspect of flip charts is that they record the spontaneous input of participants in the session, use learner input and can be posted for viewing throughout the session. All that is needed to use flip charts or posters are color markers, paper, an easel, tape or tacks. To maximize use of flip charts:

- have someone record information on the flip chart paper for you while you continue to engage the audience in discussion
- use various color markers
- precut tape and place it on the legs of the easel for easy access when you are ready to put the paper on the wall for viewing.

**Overhead Transparencies:** These are best used to present **highlights of the presentation, key words or phrases, illustrations, charts or graphs**. They can be used with relatively large audiences, but 75 – 100 is about the upper limit. Use of overhead transparencies reinforces learning as learners can focus on the front of the room, which allows learners to hear faculty while seeing what is being projected on the

screen. When using transparencies, have an extra bulb on hand, use frames on each transparency to protect them and for presentation notes, face audience, read from the transparency rather than the screen, turn projector off between transparencies, place paper under transparency when using revelation method, and use a pen for a pointer on the transparency. Print size should be 18 points or larger; fonts should be block style and bold for easy reading.

**Slides:** These are best used when needing to show learners *real scenes* or *people, words* or *phrases*. They can be used in relatively large groups, larger than with an overhead. One advantage of slides is that they bring reality to participants when it is not possible to take participants to reality. To produce and use slides, a camera, film, projector and screen will be needed. To use them well, be familiar with slides and their order, leave a blank space in the carousel between different sequences of slides, and leave the fan running for a while after turning off the bulb to allow proper cooling of the projector and bulb.

**Films/Videos:** These are best used to provide a *storyline, show action sequences* and *demonstrations*. The size of the audience can be relatively large for films – less for video unless using a video projection unit. Films and videos bring reality into session. For film, rental or purchase is usually required. For video, a camcorder, monitor or projection unit and screen are all that is needed. To use these aids effectively, use only those portions necessary to make your point (if there is no need to use an entire film or video). Before the session, check sound and viewing from all points of room.

**Written Materials:** These are best used to supply detail or supplemental information, duplications of presented material, outlines/agendas, illustrations. There is no limit to the size of the audience. A special aspect of written material is that it can be taken with the learner for future reference. The learner can “personalize” materials by taking notes and underlining. All that is needed to produce these materials is a typewriter or word processor and duplication equipment. Be sure to *number pages* or use colored paper for various parts of materials, use large, easily-read print, and *keep volume to a minimum* (large packets of written materials are rarely read by learners). Written materials should be *visually pleasing*, free of extraneous/distracting information and well placed on the page (printing in straight lines, etc.). Reference to statutes or cites should be brief, including only what is essential to the program (participants can be referred to the statutes themselves for further information).

## **6. Consider the Seating Arrangement(s) Best for Your Program**

One contributor to the psychological learning climate is seating arrangement. Some criteria for selecting seating arrangement include: number of participants; size of space; use of audiovisual equipment; types of activities planned; and psychological climate desired.

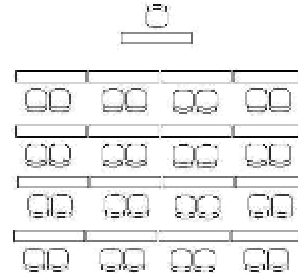
**Classroom Style:** *Rows of tables and chairs, facing the same general direction*

**Advantages:**

- Faces participants toward one focal point
- Good for use of AV equipment
- Good for note taking
- Discourages unwanted conversation

**Disadvantages:**

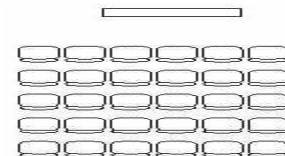
- Reminiscent of school
- Difficult to break into groups
- Inhibits participant interaction
- Implies speaker superiority



**Theater Style:** *Chairs only, generally facing one direction*

**Advantages:**

- Faces participants toward one focal point
- Good for use of AV equipment
- Allows maximum number of people in available space
- Allows breaking into smaller groups



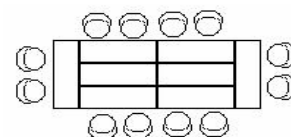
**Disadvantages:**

- Uncomfortable for participants over long periods of time
- Makes note taking difficult
- Discourages interaction, unless rearranged

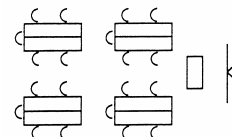
**Conference Style:** *Tables and chairs in a variety of arrangements*

**Advantages:**

- Is informal
- Encourages participant interaction
- Eases freedom of movement for faculty
- Provides for breaking into small groups



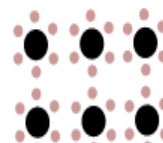
Single Conference Style



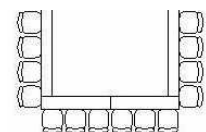
Union Style

**Disadvantages:**

- (Some arrangements) can make use of AV equipment difficult
- Requires a large amount of space
- May cause unwanted conversation



Rounds



"U" Style

## **7. Use Techniques to Assure Success**

### **Arrive early, greet participants, check A/V equipment, set up**

Arrive at least 30 minutes before the program begins. Check-in with staff. After assuring arrangements are to your satisfaction, welcome participants. They will perceive the topic and session to be important and their learning a prime consideration.

### **Be prepared**

The experience will be more effective and enjoyable for all.

### **Know the audience and the environment**

Posing appropriate questions and making necessary adjustments will be much easier.

### **Use gender neutral language**

This is not only politically correct, but it will create the mutuality necessary for optimal adult learning. Additional information can be found in the Appendix.

### **Start on time**

It is unfair to those who came on time to delay starting because some are not present.

### **Use participants' names**

This is the ultimate indication of sincere interest in learners.

### **Avoid traditional barriers (such as lectern or chalkboard)**

This will facilitate the feeling of mutuality.

### **Follow the teaching/learning model (as described on pages 9-11)**

This will make learning optimal.

### **Teach from an outline and speak in a conversational manner**

This establishes the informality conducive to adult learning.

### **Ask some open ended questions early**

This engages learners and helps assure participation later.

### **Break information into short units**

Learners will have an easier time grasping information.

### **Be prepared to expand or reduce information**

Flexibility is a necessary skill and adds to faculty credibility.

**Vary methods, pacing and style**

This keeps learners interested.

**Read the audience**

They reflect feelings and attitudes verbally and non-verbally.

**Be yourself**

Being aware of one's own mood, tone and demeanor assists in making necessary adjustments to display appropriate faculty behavior.

**Punctuate changes and use planned transitions**

This gives learners "cues" as to what to expect.

**Use the planned presentation flexibly**

It is a "plan," not a mandate to follow at all costs.

**Use humor, if appropriate**

This relieves the tension sometimes present in an educational setting.

**Respect/honor participants' views**

Participants are rich resources; faculty can learn from them.

**Listen actively**

It is the most important ingredient of mutuality and respect.

**Enjoy the experience**

So will participants.

**8. Evaluate Participant Learning (Growth and Change)**

*(participant achievement of program objectives)*

To be most effective, evaluation is dictated by the objectives and the presentation method used in the program. The most effective evaluation is continuous during a program. Carefully structured questions solicit very important information from participants and help foster the dialogue necessary for the most effective adult education experience: "**open-ended**" questions actively involve learners (which is a goal of adult education); "**non-threatening**" and "**no correct answer**" questions, in the beginning stages of a program, engage learners and build trust; "**assess participants' grasp of information**" questions, at mid and later stages of a program, are a critical part of assessing learners' growth and change.

*Evaluation can be in the form of feedback from questions that demonstrates learners' grasp of new information.* For example, you could ask a group of learners who are in an ethics program to read a case study and apply what they have learned to describe appropriate behavior in the situation given.

*Evaluation* can be from *demonstration of newly acquired skills*. For example, you could ask a group of learners in a judicial orientation program to apply what they have learned to conduct an initial appearance with “actors” from the audience.

*Evaluation* can be from *role play, case studies and experiential activities*. For example, you could ask a group of learners in a program regarding children in courts to apply what they have learned in an interview of a “child” to a role play situation.

Questions asked by faculty and by participants contribute to the evaluation process and are very useful to faculty. Faculty questions set the stage for participation in a non-threatening environment; participant questions serve to inform faculty as to the group’s understanding of information, their educational needs, and their ability to absorb and apply information presented.

**Questions from faculty:**

***Are questions open-ended (not answerable by a “yes” or “no”)?***

If so, participants are encouraged to process information and think in new ways.

***Are initial questions non-threatening?***

If so, participants will build trust and mutual respect.

***Do initial questions solicit feelings or opinions and have no “correct” answers?***

If so, the stage is being set for equal participation and involvement of learners.

***Are eventual questions designed to assess participants’ grasp of information?***

If so, learner achievement can be easily assessed.

***Are incorrect answers treated with respect?***

If so, learners will continue to participate.

***Are your questions “reframed” if they are not answered or are answered incorrectly?***

If so, participants are able to re-think the question and attempt another answer without being embarrassed.

### **Questions from participants:**

***Do participant questions ask that you repeat matter already covered?***

If so, you may be moving through material too rapidly or more explanation of previously presented information may need to be given.

***Are participant questions obvious bids for attention?***

If so, you may need to speak to the individual(s) at break.

***Are participant questions searching ones, stimulated by what you have taught?***

If so, you are achieving desired results.

***Do participants questions indicate participants want more in-depth information?***

If so, you may need to slightly vary your program plan to accommodate their need for more detail.

### **9. Request Payment and/or Reimbursement in a Timely Manner**

In order to effect payment and/or reimbursement, it is necessary for you to submit an invoice and/or a reimbursement form (forms are included in the Appendix of this handbook and/or can be obtained from the Education Specialist assigned to your session). These should be submitted within 30 days after the presentation.

### **10. Provide Feedback to Us Regarding Your Teaching Experience**

It is always helpful for faculty to provide feedback on their experience, participants, staff, the site and the planning process. This information assists us in the execution of future programs. It is preferable that your feedback is in writing. The Education Specialist assigned to your program will provide a form for you to complete that asks questions as to how we could be more helpful in the development and implementation of your program, how you perceived the process, how you felt about participants and more. Please feel free to add any information that is not covered by the questions.

# **APPENDIX A**

## DETAIL ON SEVERAL PRESENTATION METHODS —

### PANEL PRESENTATIONS:

Panels are most effective with controversial topics or when there are differing perspectives on a subject.

Panels should be limited in size so all members are effectively involved in discussion.

Panel members should be:

- ☞ informed of program objectives;
- ☞ allowed a set and limited time for presenting their individual views;
- ☞ actively engaged in answering questions asked in the session or submitted in writing before or during the session.

One form of panel is the **debate**. A debate usually involves two individuals who have opposing views on a topic.

Panels work best with a **moderator**.

Moderators assist in planning the session and are vital in facilitating discussion, controlling time, involving each panel member equally, screening questions and involving participants on an active level. They can determine the order of subtopics to be discussed, the sequencing for panel members and the timeframes to be allowed for each.

Moderators can plan questions for panel members or act as host as participants ask questions. If questions are submitted in writing, the moderator can screen them, asking those that are the most relevant and interesting.

Moderators do not present information, but they do facilitate the discussion process. They can provide reactions to information presented, summarize at key points in the discussion, and provide transitions from one aspect of the discussion to another.

Moderators ensure that one or two panel members do not dominate the discussion. They can also clarify panel members' comments and restate participants' questions for all to hear.

**Questions** are important to the panel process. Questions provide panel members with points of departure for comments, ensure a variety of information is covered, and present participants with areas of agreement or disagreement within the panel.

Ideally, some questions should come from participants. This gives participants ownership in the presentation, makes them active rather than passive, and provides a much wider spectrum of information.

## SMALL GROUPS:

The **size** of a group should ideally be from 5 to 7 members for the most effective work to be accomplished. A minimum for a group is 3. Fewer members do not provide a forum for active discussion. A maximum is 9. More members tend to lead to breakdown into subgroups.

Groups should ideally be **seated** in a circle.

Group discussion should be **monitored** by the faculty member. When discussion gradually winds down, the discussion should be ended. Generally, the problem faced by faculty is the opposite. Time does not allow discussion to continue long enough for participants to exhaust their ideas.

Faculty should unobtrusively **“visit”** several groups to assess progress, clarify any misunderstanding of the purpose of the discussion and answer any questions participants may have.

It is advisable to provide groups with **verbal and written instructions** as to the purpose of the group and the expected product, if any.

It is also advisable to have a **facilitator** for each group. Facilitators can be preselected and trained or they can be selected (randomly or by the group) or volunteer. They should be given facilitation instructions verbally and/or in writing. Facilitators assure faculty-established ground rules are followed, pass out instructions/worksheets, monitor the group's progress, record appropriate information, ensure that each group member has an opportunity to speak and may report for the group. Random selection of facilitators can be accomplished by placing a “marker” under chairs before participants arrive and select seats.

**Small** group activities can be successful with large audiences if facilitators are used. If using this method in a **large** group, it is advisable to provide each participant with written and verbal instructions and worksheets so the margin of error is reduced.

Groups function best if they have an **identity**. They can select a name, be numbered, etc. When having a group report on their activity to the participants as a whole, ask that the reporter give the group name before giving other information. This gives the members a sense of camaraderie and accomplishment, and it adds some appropriate humor.

After small groups have completed their work, always have at least some groups **report on the activity** to the entire audience. Information reported should include their process and their product or decision. This makes the activity relevant to the topic and gives participants a sense of ownership in the session.

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## FACILITATOR INSTRUCTIONS

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As facilitator for your group, you are asked to perform two functions:

1. Hand out materials at appropriate times, and
2. Conduct activities.

Materials and activities are packaged in this envelope in the order in which they will be addressed.

### **Materials:**

When asked, please distribute the appropriate materials. Materials are color coded so you can locate the proper one with ease. Faculty will indicate when to distribute and will identify the item by name and color of paper.

### **Activities:**

Please lead discussion and record information from participants in your group for each of the three activities in this packet.

Each activity has a cover page, which is numbered 1, 2 or 3. Faculty will indicate when to initiate an activity and will identify it by number.

With each activity, there will first be discussion within each small group. There will then be discussion among participants as a whole.

With each activity, you are provided several questions for your group members to answer. Faculty will indicate when questions are to be introduced to your group.

If information for an activity is to be given to each individual group member for review, you are provided with an appropriate number of copies. Faculty will indicate when to distribute copies.

If information is only to be shared verbally with your group, you will have only one copy. Faculty will indicate when to share the information.

Thank you for serving as facilitator for your group!

## ROLE PLAY:

Role play is an **experiential activity** involving participants in acting out a scenario, performing a certain role or practicing newly learned skills. It can increase the effectiveness of learning by providing participants a “nearly real” situation in which they can “experience” feelings, attitudes, comfort or discomfort, and in which they can test or validate newly acquired information.

One use of role play is to **set the tone for learning**. Used prior to the introduction of new information, role play can provide participants with an experience to open their minds to new possibilities. Another use of role play is to help participants **bridge the gap between learning new information and putting it into practice**. In a course on “dealing with difficult people,” a role play used early in the program can help participants realize that their skills are limited, thus creating the “need to know” new strategies. A role play later in the program allows participants to test newly acquired strategies and can provide faculty with an evaluation tool to assess how well participants have learned and are able to apply new information.

Role play can **involve a few individuals** who perform for the entire audience or it can be an activity in which **all participants take part**, by use of small groups. In either case, role play instructions and roles to be played need to be clearly stated as well as given to participants in writing before they are asked to engage in the activity. If used with the entire audience, role play works best if participants have established a **comfort level** with faculty and with each other. If used with a few “actors” who perform for other participants, to ensure success faculty may preselect individuals and provide them with the specifics of the role play before the program begins.

If the entire audience participates in small group role play, an “**observer**” may be useful within each group. The observer does not participate directly in the role play, but he/she watches others and gives feedback to fellow group members on their actions, emotions, use of skills, etc. This can be especially helpful if the audience is large and the faculty member cannot observe all groups to provide this feedback. If the role play takes place as a small group of “actors” performing for the audience, feedback can come from the audience and/or the faculty member.

Whether role play is in small groups or demonstrated in front of the entire audience, discussion following the activity should be **structured**. Faculty can design a format for discussion that involves a series of questions participants can answer, a list of topics to be covered, or a list of expected outcomes which participants can validate or invalidate, based on their personal experience with the role play.

A **concluding discussion** of the role play experience is critical if faculty are to tie the activity to the topic, and it should involve the entire audience so participants are able to hear the views and experiences of others.

## Dealing with Problems in Education Sessions or Small Groups

To prevent problems, establish some ground rules for your session or for small group activities. Ground rules can include respecting the views of others, keeping comments related to the topic at hand, staying with the group and focusing on the topic of discussion at hand, etc.

### **One individual monopolizes discussion time:**

Remind the individual of the ground rules: “Everyone needs to have an opportunity to express personal views. Let’s hear from some participants who have not yet had a chance to speak.”

If the problem continues, speak to the individual privately: “Your input is really appreciated, but I am concerned that others are not having a chance to voice their opinions.”

### **One individual chronically interrupts others:**

Remind the individual of the ground rules: “Everyone has the right to be heard. Let’s allow (name) complete his/her comments.”

If the problem continues, interrupt the interrupter: “Hold that thought, Bob. As soon as (name) has finished, you can comment.”

If the problem still continues, speak with the interrupter privately: “With as many ideas as you have, Bob, I know it is difficult to hold off on commenting, but I am afraid that others will hesitate to participate if they are not allowed to complete their comments.”

### **Two people carry on a private conversation:**

Remind the talkers of the ground rules: “We agreed to stay with the group and focus on the topic at hand. Let’s try to have only one person talking at a time so we can all hear the comments being made.”

If the problem continues, speak to the talkers privately: “I know it is tempting to talk to one another, but you may be missing some important information and the rest of the participants are having difficulty focusing on what is being said.”

If the problem continues, separate the talkers by doing a “round robin” reseating “so people can interact with new partners for the next activity.”

### **One participant continually digresses or brings up unrelated “war stories”:**

Remind participants of the ground rules: “That is very interesting, but how do you relate it to the topic we are discussing?” or “That is very interesting, but I’ll bet we could spend an hour on that topic and not resolve the issue. I think we need to get back on track.”

If the problem continues, speak to the individual privately: “You really have a lot of information (anecdotes, etc.) to share and I am sorry we don’t have the time to hear them all. Our time is really limited so I would appreciate if you would only comment on things relevant to our topic.”

### **A participant is silent/does not participate or comment:**

Observe the individual discreetly. When you sense they may have had a reaction to what was said or show some signs of having something to contribute, show interest in what they may have to say: “You seem to agree (disagree) with that last comment, Bob. I would be interested in hearing your perspective.” (Be sure to value his/her input by commenting, summarizing, or tying the participant’s thoughts into your next point.) It is best to ask for an opinion, feeling or experience rather than a question that has a right or wrong answer. If the participant answers incorrectly, they will probably not participate again!

If you get no indication that a quiet participant may have something to contribute, speak with the individual privately: “You are awfully quiet today. Is the information being presented relevant to you?” Be prepared to value whatever the answer is. If it is negative: “Well, I can understand your difficulty in accepting this approach. Could you tell me what might be more useful for you?” You may want to alter the program or you may need to stay with your original plan. Follow up in the session with some mention of the opinion (not the person) and value the perspective if possible: “Someone commented at the break that this information was really not applicable in their court. That is unfortunate but it is important information for me to have. I would like to provide you with practical information today, so if any of you have comments or other perspectives, please feel free to share them.” The individual may begin to participate.

***Although people seem to learn best if they are active, participate in discussion and share experiences, some people are reluctant to participate and should not be forced!***

## FAIR COMMUNICATION: GENDER NEUTRAL LANGUAGE

There is increasing concern regarding the need for neutrality of language, both written and spoken. To avoid statements that are insensitive to a person's age, socio-economic status, national origin, sexual preference, religious beliefs or gender, faculty should become aware of their use of language, the implications of certain types of humor, and the impact of some common slang terms.

To avoid the use of language which could be termed sexist, faculty can incorporate the following guidelines:

1. Avoid use of the male pronoun (he, his or him) when the intention is to refer to both men and women. Choices as to alternatives depend on context.

A. Eliminate the pronoun entirely:

The judge shall perform duties assigned **to him** with honor.

*The judge shall perform assigned duties with honor.*

b. Replace the pronoun with a neutral article:

An attorney must prepare **his** case before coming to court.

*An attorney must prepare the case before coming to court.*

The **judge** will issue **his** decision tomorrow.

*The **court** will issue **its** decision tomorrow.*

c. Change singular pronouns to plural:

**Each judge** must answer for **his** ethical conduct.

***Judges** must answer for **their** ethical conduct.*

d. Use an adjective other than a pronoun to modify the noun:

A judge shall not lend the prestige of **his** office to advance his private interests.

*A judge shall not lend the prestige of **judicial** office to advance private interests.*

e. Use "who" with or without a noun:

If an attorney shows disrespect for the judge, **he** may be found in contempt of court.

*An attorney who shows disrespect for the judge may be found in contempt of court.*

- f. Repeat the noun or use a synonym:  
Each attorney must file **his** motions in a timely manner. If **he** does not, **he** may lose the opportunity.  
*Each attorney must file motions in a timely manner. **Any attorney** who does not may lose the opportunity.*
- g. Eliminate unnecessary pronouns entirely:  
If a judge does not find ways to articulate **her** decisions, **she** may have problems.  
If a judge does not find ways to articulate decisions, problems may occur.

Avoid stereotyping of roles. Illustrations, case studies or role plays laden with prejudicial implications connote sexism.

- ☞ Instead of man and wife, use parallel terms such as man and woman or husband and wife
- ☞ Avoid patronizing terms such as the “little woman” or “woman driver”
- ☞ Avoid use of the terms “girl” and “boy” unless referring to children
- ☞ Avoid using the terms “male” or “female” before an occupation, such as a “female” doctor, “male” nurse, “female” attorney
- ☞ Use the term “spouse” to avoid implying that a category of individuals is all one gender; for example rather than say, “Judges’ wives are invited,” say “Judges’ spouses are invited”

Avoid occupational terms that apply to one gender; focus instead on the work performed.

USE	DO NOT USE
insurance agent	insurance man
flight attendant	stewardess
postal worker	postman
fire fighter	fireman
homemaker	housewife
electrician, plumber	repairman
police officer	policeman
spokesperson	spokesman
chair or chairperson	chairman
manufactured	man-made

Avoid using the terms “man” or “men” when there is a more specific reference.

<b>USE</b>	<b>DO NOT USE</b>
one-person operation	one-man operation
five-member staff worker	five-man staff workman
high ranking officials	men in high places
business people	businessmen
best candidate for the job	best man for the job
person-to-person	man-to-man
work hours	man-hours
the average person	the average man

Each faculty member must decide whether to expend the extra effort to use gender-fair language or decide how to offset the negative image created from lack of that effort.

Adapted from: Zappen, E.F. Jr., et al. (1992), “Gender-fair communication in the judiciary.” Supreme Court of Wisconsin.

## —— FAIR COMMUNICATION: ISSUES OF DIVERSITY ——

The diversity now evident in our country has enriched available human resources and has made each of us more aware of the need for sensitivity and tact in dealing with others. A major factor in diversity issues is the need to understand and respect others' cultures, beliefs and behaviors. This is extremely important in an educational environment, especially by faculty engaged in the education of the public and of judicial personnel. There are three aspects of faculty responsibility in diversity issues:

- I. Incorporate diversity issues into the substantive portions of your program. It is everyone's responsibility to assure diversity issues are addressed; while programs on this topic are usually offered in judicial education, it seems preferable to incorporate these issues into existing programs to more fairly represent our diverse population, dispel biases and align our perspectives to reflect today's society.

This can be accomplished in the following way:

- ☞ Monitor your presentation, language and conduct to avoid the use of derogatory, demeaning, stereotypical references. This includes the use of slang terms and jokes that target a specific group of people.
- ☞ Avoid the perception of bias by refraining from the use of stereotypes in your examples, case studies and comments.
- ☞ Include ethnic, racial, gender diversity issues in your program objectives.
- ☞ Employ the use of diverse populations in your case studies, examples and other language.
- ☞ Have an individual who is representative of a diverse group or someone who is sensitive to these issues review your program and materials to make suggestions as to diversity issues.

- II. Address any diversity issues that arise during your program. Frequently, our own biases are too subtle to identify on our own, yet we can recognize them in others. When recognized, it is faculty's responsibility to protect every individual in the session from the biases of others and to assist participants in becoming more sensitive to what may be perceived as inappropriate individual behavior.

This can be accomplished in the following way:

- ☞ If someone in your session treats another participant in an inappropriate manner, speak to the offender privately as soon as possible; take an unscheduled break if necessary to address the situation.

- ☞ If someone in your session uses inappropriate terminology publicly in your session, provide the correct, more acceptable term. For example, you could say, “I assume you are referring to (the acceptable term)?” Or you can assist the individual in understanding that the term is unacceptable. For example, you could say, “Are you aware that the term you used is considered derogatory or unacceptable?”

Always give the offender the benefit of the doubt:

- ☞ They may not recognize the appearance/impact of their behavior, and/or
- ☞ They may not intend to be inappropriate or offensive.

**III.** Utilize appropriate terminology for diverse populations. Acceptable terminology indicates sensitivity on your part and demonstrates respect for all participants. This can be accomplished in the following way (preferences differ among groups; if in doubt, ask):

- ☞ Refer to people of color (a more acceptable term than minority) in the following ways:
  - African American** – a term which shows respect for cultural background, describing individuals whose ancestors were from Africa;
  - Asian/Pacific American** – describing individuals whose ancestors immigrated from China, Japan, Korea, the Philippines, Vietnam, Laos, Cambodia, India, Pakistan and other Asian countries;
  - Latino** – more acceptable than Hispanic, describing individuals from Mexico, Spain, Central America, South America, and the Caribbean.
  - Native American** – describing original inhabitants of this country, including Alaska natives as well as tribes in the other states (some Hawaiians prefer this term to Asian/Pacific).

*Adapted from: Maeda, S. (1993), “People of Color,” Seattle, Washington: Spectra Communications.*

- ☞ Use the term **individuals with disabilities** or **physically challenged**. These are more acceptable terms than handicapped, which originally described individuals who were beggars with their “cap” in their “hand”.

Refrain from other terms such as handicapped, afflicted, palsied, crippled, deaf and dumb or deaf mute, diseased, gimp, spastic, retard, suffering, victim, unfortunate, wheelchair bound. These terms are derogatory and are not indicative of the population they attempt to describe. Individuals with disabilities are diverse as to their

disability and cannot be categorized by these very limiting and offensive terms. Many are holdovers from history when disabilities were not fully understood and individuals with disabilities were not considered fully functioning members of society. It is also best to avoid the term “normal” when referring to people without disabilities; it implies that others are abnormal.

*Adapted from: Scott, B. (1994), “Critical Language,” Phoenix, Arizona: Abilities Unlimited.*

# APPENDIX B

The completed forms in this section have been created as samples or illustrations and are provided to give clarity to faculty involved in completing forms related to their own education programs.

Forms in this section are presented in the order faculty will probably encounter them. Although no faculty will encounter all forms, and all forms used by the division are not discussed, those presented should give faculty a general idea of what to expect.

All faculty will be involved with the Curriculum Development form and the Education Unit Program Plan Proposal (Program Plan) form.

Most faculty will be involved with the Production Request form and the Handout Request form.

Some faculty will be involved with the Limited Services Contract or the Travel Expense form.

A few faculty will be involved with the Staff Evaluation of Presenter forms.

If you have any questions regarding completion of forms, please contact an Education Specialist for assistance.

## **STEP 1: APPLIES TO ALL NON-JUDICIAL BRANCH FACULTY IN ARIZONA AND TO ALL NON-ARIZONA FACULTY**

### **LIMITED SERVICES CONTRACT**

This is the standard contract used when monetary compensation is to be given for services rendered. Sections tailored to the individual faculty are numbers 1, 2 and 3 – term of contract, description of services and payment for services, respectively. All other sections are standardized and serve for all faculty.

Education Services staff generate the contract. It is signed by the Division Director, and two copies are forwarded to faculty – one for the faculty member's records and the other for faculty to sign and return to the appropriate Education Specialist.

Contracts are used for all non-Arizona faculty and for any non-court or non-judicial branch faculty in Arizona. The contract is executed even if reimbursement of expenses is the only compensation.

For Arizona judicial department personnel, reimbursement of expenses is the compensation for serving as faculty and is accomplished through a travel reimbursement form, described elsewhere in this section.

Arizona Supreme Court  
Administrative Office of the Courts

## LIMITED SERVICES CONTRACT

*[indicate if this is a single- or multi-payment contract here]*

This contract is between the ARIZONA SUPREME COURT, ADMINISTRATIVE OFFICE OF THE COURTS ("Court"), located at 1501 W. Washington, Phoenix, Arizona 85007, and \_\_\_\_\_, (AContractor@) at \_\_\_\_\_[address]\_\_\_\_\_.

1. Term. This contract shall begin upon execution and terminate on \_\_\_\_\_.
2. Description of Services. The Contractor agrees to provide the following services to the Court:

*[Describe services, deliverables and schedule here, or refer to attachments]*

3. **Payment for Services.** The Court agrees to pay the Contractor \$ \_\_\_\_\_ for the services described herein. All travel and other expenses are included within this amount. Contractor shall submit a detailed invoice for services rendered at the conclusion of the work. Documentation, where appropriate, must accompany each invoice submitted. Court will provide the Contractor with a contract number and the Contractor will reference the number on all invoices. Court shall process and remit payment to Contractor within 30 days of the date of receipt of Contractor's invoice.

4. **Copyrights and Ownership of Material.** By virtue of payment for services rendered under this contract, the Contractor hereby grants the Court and its assigns all rights, title and interest in and to all data, materials or work products produced or created as a result of this contract.

5. **Recordkeeping.** Contractor shall create and retain financial records and other documents relevant to this contract for a period of not less than five years from the ending date of this contract. The Court or its auditor shall have access to such records during the retention period.

6. **Disputes.** Any dispute arising under the Contract shall initially be decided by the contract administrator. The contract administrator's decision may be appealed according to Court Administrative Policy 7.04. Pending the final decision of a dispute hereunder, Contractor shall proceed diligently with the performance of the Contract in accordance with the contract administrator's decision. Notice is provided of the arbitration requirements of ARS ' ' 12-1518 and 12-133.

7. **Applicable Law.** The laws and regulations of the State of Arizona shall govern the rights of the parties, the performance of this contract, and any disputes thereunder. Contractor shall comply with the applicable sections of all state and federal

laws related to non-discrimination, equal access to employment opportunities, undue influence, and conflicts of interest under ARS ' 38-511.

8. **Availability of Funds.** Funds may not be currently available for the Court's performance under this Contract beyond the current fiscal year. No legal liability on the part of the Court for any payment may arise under this Contract until and only as long as funds are made available for performance of this Contract. The Court shall make reasonable efforts to secure such funds. If the necessary funds are not made available, then the Court shall provide written notice to the Contractor and may cancel this Contract without further obligation. The Court shall not be liable for any purchases or subcontracts entered into by Contractor in anticipation of funding.

9. **Licenses and Permits.** Contractor shall, at its expense, obtain and maintain all licenses, permits, and authority necessary to do business, render services, and perform work under this Contract, and shall comply with all laws regarding unemployment insurance, disability insurance, and worker's compensation.

10. **Independent Contractor Status.** Contractor is an independent contractor in the performance of work and the provision of services under this Contract and is not to be considered an officer, employee, or agent of the State of Arizona or the Court.

11. **Criminal History Check.** The Court may require Contractor to provide identifying information for Contractor and any individuals working in judicial facilities or having access to judicial information for the purposes of conducting a criminal history records check for security purposes. Contractor agrees to cooperate with such requests and understands that the Court may terminate this Contract if the results of the criminal history records check would disqualify the Contractor or individual and there is no acceptable alternative.

12. **Undue Influence.** The Court may terminate this Contract if the Court finds that gratuities in the form of entertainment, gifts, or otherwise were offered or given by the Contractor or any agent or representative of the Contractor, to any officer or employee of the Court with a view toward securing a contract or securing favorable treatment with respect to the awarding or amending or the making of any determinations with respect to the performance of a Contract. If the Contract is terminated under this section, the Court shall be entitled, in addition to any other rights and remedies, to recover or withhold from the Contractor the amount of the gratuity. Paying the expense of normal business meals which are generally made available to all eligible customers of the Contractor is not prohibited by this paragraph.

13. **Conflicts of Interest.** The Court may cancel this Contract without penalty or further obligation to the State pursuant to A.R.S. 38-511, if any person significantly involved in initiating, negotiating, securing, drafting, or creating this Contract on behalf of the Court was at the time or becomes at any time, while this Contract or any extension of this Contract is in effect, an employee, contractor or consultant of the Contractor in any capacity. Cancellation shall be effective when the Contractor receives written notice from the Court, unless the notice specifies a later time.

14. **Termination and Breach.** The Court may terminate this contract on 30 days written notice. Failure of Contractor to perform any services as required by this contract shall constitute a breach of the contract. In the event of a termination or a breach by Contractor, the Contractor shall be reimbursed only for the value of services actually performed.

**ARIZONA SUPREME COURT  
Administrative Office of the Courts**

**[CONTRACTOR'S NAME]**

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Social Security or Federal  
Employer Identification  
No. \_\_\_\_\_

LSC1199.wpd

Arizona Supreme Court  
Administrative Office of the Courts

## LIMITED SERVICES CONTRACT

*[indicate if this is a single- or multi-payment contract here]*

This contract is between the ARIZONA SUPREME COURT, ADMINISTRATIVE OFFICE OF THE COURTS ("Court"), located at 1501 W. Washington, Phoenix, Arizona 85007, and Jane Doe, a contractor doing business as Jane Doe, Ltd., (AContractor@) at 1504 W. Harrison, Phoenix, AZ 85007.

1. **Term.** This contract shall begin upon execution and terminate on May 12, 2003.

2. **Description of Services.** The Contractor agrees to provide the following services to the Court:

Jane Doe will provide two six and one-half hour training programs concerning writing, grammar and style for administrators, managers/supervisors and support staff of the court. Training will be conducted May 13 and 14, 2002, in the Silver and Turquoise Rooms of the Judicial Education Center located at 541 East Van Buren, Phoenix, Arizona. As part of the contractor's responsibility, Ms. Doe will provide requested information regarding her sessions, including a detailed program plan and copies of any materials to be used. She will also incorporate judicial/court examples of writing in her materials and adhere to predetermined timelines given her by Education Services staff.

3. **Payment for Services.** The Court agrees to pay the Contractor \$ 800.00 per presentation day for the services described herein. All travel and other expenses are included within this amount. Contractor shall submit a detailed invoice for services rendered at the conclusion of the work. Documentation, where appropriate, must accompany each invoice submitted. Court will provide the Contractor with a contract number and the Contractor will reference the number on all invoices. Court shall process and remit payment to Contractor within 30 days of the date of receipt of Contractor's invoice.

4. **Copyrights and Ownership of Material.** By virtue of payment for services rendered under this contract, the Contractor hereby grants the Court and its assigns all rights, title and interest in and to all data, materials or work products produced or created as a result of this contract.

5. **Recordkeeping.** Contractor shall create and retain financial records and other documents relevant to this contract for a period of not less than five years from the ending date of this contract. The Court or its auditor shall have access to such records during the retention period.

6. **Disputes.** Any dispute arising under the Contract shall initially be decided by the contract administrator. The contract administrator's decision may be appealed according to Court Administrative Policy 7.04. Pending the final decision of a dispute hereunder, Contractor shall proceed diligently with the performance of the Contract in accordance with the contract administrator's decision. Notice is provided of the arbitration requirements of ARS ' ' 12-1518 and 12-133.

7. **Applicable Law.** The laws and regulations of the State of Arizona shall govern the rights of the parties, the performance of this contract, and any disputes thereunder. Contractor shall comply with the applicable sections of all state and federal laws related to non-discrimination, equal access to employment opportunities, undue influence, and conflicts of interest under ARS ' 38-511.

8. **Availability of Funds.** Funds may not be currently available for the Court's performance under this Contract beyond the current fiscal year. No legal liability on the part of the Court for any payment may arise under this Contract until and only as long as funds are made available for performance of this Contract. The Court shall make reasonable efforts to secure such funds. If the necessary funds are not made available, then the Court shall provide written notice to the Contractor and may cancel this Contract without further obligation. The Court shall not be liable for any purchases or subcontracts entered into by Contractor in anticipation of funding.

9. **Licenses and Permits.** Contractor shall, at its expense, obtain and maintain all licenses, permits, and authority necessary to do business, render services, and perform work under this Contract, and shall comply with all laws regarding unemployment insurance, disability insurance, and worker's compensation.

10. **Independent Contractor Status.** Contractor is an independent contractor in the performance of work and the provision of services under this Contract and is not to be considered an officer, employee, or agent of the State of Arizona or the Court.

11. **Criminal History Check.** The Court may require Contractor to provide identifying information for Contractor and any individuals working in judicial facilities or having access to judicial information for the purposes of conducting a criminal history records check for security purposes. Contractor agrees to cooperate with such requests and understands that the Court may terminate this Contract if the results of the criminal history records check would disqualify the Contractor or individual and there is no acceptable alternative.

12. **Undue Influence.** The Court may terminate this Contract if the Court finds that gratuities in the form of entertainment, gifts, or otherwise were offered or given by the Contractor or any agent or representative of the Contractor, to any officer or employee of the Court with a view toward securing a contract or securing favorable treatment with respect to the awarding or amending or the making of any determinations with respect to the performance of a Contract. If the Contract is terminated under this section, the Court shall be entitled, in addition to any other rights and remedies, to recover or withhold from the Contractor the amount of the gratuity. Paying the expense

of normal business meals which are generally made available to all eligible customers of the Contractor is not prohibited by this paragraph.

13. **Conflicts of Interest.** The Court may cancel this Contract without penalty or further obligation to the State pursuant to A.R.S. 38-511, if any person significantly involved in initiating, negotiating, securing, drafting, or creating this Contract on behalf of the Court was at the time or becomes at any time, while this Contract or any extension of this Contract is in effect, an employee, contractor or consultant of the Contractor in any capacity. Cancellation shall be effective when the Contractor receives written notice from the Court, unless the notice specifies a later time.

14. **Termination and Breach.** The Court may terminate this contract on 30 days written notice. Failure of Contractor to perform any services as required by this contract shall constitute a breach of the contract. In the event of a termination or a breach by Contractor, the Contractor shall be reimbursed only for the value of services actually performed.

**ARIZONA SUPREME COURT**  
**Administrative Office of the Courts**

**JANE DOE, LIMITED**

By: Agnes Felton

By: Jane Doe

Title: Director, Education Services

Title: \_\_\_\_\_

Date: May 1, 2002

Date: May 1, 2002

Social Security or Federal  
Employer Identification  
No. 000-00-0000

LSC1199.wpd

## **STEP 2: APPLIES TO ALL FACULTY**

### **CURRICULUM DEVELOPMENT FORM**

Prior to inviting faculty to teach, a planning committee determines the basic curriculum design for a program or conference; this basic design is reflected on the Curriculum Development Form. In order to assist faculty in fully understanding what the committee envisioned for the topic, the completed form is forwarded to selected faculty.

This basic outline is a statement of minimum expectations for content and is intended to serve as a guide to faculty in further development of their program. Faculty should use this basic design when completing the more detailed program plan, described in the following portion of this section.

The Curriculum Development Form begins a dialog among faculty, the Education Specialist and the planning committee. The appropriate Education Specialist should send faculty a completed Curriculum Development Form early in the planning process.

A sample completed Curriculum Development Form follows the blank form in this section.

**NOTE:** The basic curriculum information for a given topic may appear on a pre-printed form, such as the sample, or it may be computer-generated, thus containing the same information in the same order but not in the exact format of the pre-printed form.

**CONFERENCE / CURRICULUM  
DEVELOPMENT  
COMMITTEE REPORT**

Topic: \_\_\_\_\_

Title: \_\_\_\_\_

Priority#: \_\_\_\_\_

Target Audience: \_\_\_\_\_

Duration of program: \_\_\_\_\_

Ideal Size of Audience: \_\_\_\_\_

Liaison: \_\_\_\_\_

Staff: \_\_\_\_\_

---

*TO ASSIST FACULTY IN DEVELOPING TOPIC*

**Reason/need for Topic:**

**Important Sub-Topics:**

**Important Activities:**

**Draft Program Description:**

**Participants should be able to DO the following or ANSWER the following questions at the conclusion of this program:**

- 1
- 2
- 3
- 4

**Suggested Faculty:**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

\_\_\_\_\_

**Additional Committee Comments/Issues/Resources Regarding Topic:**

**Delivery Method:**

**CONFERENCE / CURRICULUM  
DEVELOPMENT  
COMMITTEE REPORT**  
(SAMPLE)

Topic: Legal Issues in Court Employment

Title: \_\_\_\_\_

Priority# \_\_\_\_\_

Target Audience: \_\_\_\_\_

Duration of program: 6.5 hours

Ideal Size of Audience: 30

Liaison: \_\_\_\_\_

Staff: \_\_\_\_\_

---

*TO ASSIST FACULTY IN DEVELOPING TOPIC*

**Reason/need for Topic:**

Many managers and supervisors have been promoted from within the ranks and have not received any "formal" management training. This places the manager and the court at risk of violating the law.

**Important Sub-Topics:**

Sexual Harassment; FMLA; Civil Rights Act of 1964; age discrimination; Fair Labor Standards Act; EEOC/Affirmative Action; Americans with Disabilities Act; hiring and termination practices.

**Important Activities:**

Case studies and group discussion; role play; problem identification and group problem solving.

**Draft Program Description:**

Have you recently been promoted to a supervisory position or are you a supervisor who would like a refresher on the latest employment issues? This session provides an overview of relevant laws.

**Participants should be able to DO the following or ANSWER the following questions at the conclusion of this program:**

1. Identify relevant employment legislation;
2. Demonstrate ability to draft appropriate interview questions;
3. Determine (in a case study) if sexual harassment has been committed;
4. Appropriately document (from a case study) "problem" employee behavior.

**Suggested Faculty:**

Name: Jane Doe  
Title: Personnel Officer, Human Resources Division  
Address: Administrative Office of the Courts  
1501 W. Washington  
Phoenix, AZ 85007  
Phone: (602) 542-9999

Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Phone: \_\_\_\_\_  
\_\_\_\_\_

**Additional Committee Comments/Issues/Resources Regarding Topic:**

There is a video produced by the American Management Association which contains some scenarios that demonstrate some important legal issues in employment.

There is an individual from Pima County Superior Court who has developed some court-specific case studies re: ADA.

**Delivery Method:**

This would ideally be a live presentation so managers and supervisors can actively participate. Recommendations from managers include role play and case study situations.

### **STEP 3: APPLIES TO ALL FACULTY**

#### **FACULTY PROGRAM PLAN**

To continue the dialog begun with Curriculum Development form, faculty complete this more detailed “Program Plan” for their session or topic. Once completed and returned to the appropriate Education Specialist, the planning committee reviews program plans. As a result of reviewing these plans, the committee members may have suggestions or questions for faculty, which will assist in further development of the individual program.

Education Specialists can be extremely helpful to faculty working with this form. They can suggest ways to incorporate activities requested by the planning committee (noted on the curriculum development form), assist in selecting the teaching methodologies to best suit the topic; and help determine techniques to evaluate participant learning.

The Program Plan should be submitted to the appropriate Education Specialist according to the time lines mutually agreed upon between faculty and the individual specialist.

A sample completed Education Unit Program Plan Proposal follows the blank form in this section.

**NOTE:** The Program Plan information may be submitted on a pre-printed form, such as the sample or it may be computer generated, thus containing the same information in the same order but not in the exact format of the pre-printed form.

## EDUCATION UNIT PROGRAM PLAN PROPOSAL



Name: \_\_\_\_\_

Title: \_\_\_\_\_

Business/Organization/Court: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Conference: \_\_\_\_\_

Topic: \_\_\_\_\_ Duration of Program: \_\_\_\_\_

**TITLE OF PRESENTATION:**

**DATE OF**

**PRESENTATION:**

**TIME:**

**PLEASE LIST ADDITIONAL FACULTY OR PANEL MEMBERS:**

**BIOGRAPHICAL INFORMATION (you may attach resume or vita):**

**FINAL PROGRAM DESCRIPTION (for brochure):**

**QUESTIONS TO INVOLVE ATTENDEES** (questions that are open-ended to solicit audience participation, preferably questions regarding experiences, procedures, opinions, etc. with no "right" or "wrong" answers expected):

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

**OBJECTIVES:** Participants should be able to DO the following or ANSWER the following questions at the conclusion of this program:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**ROOM ARRANGEMENT PLAN** (USE BACK FOR ILLUSTRATION IF NECESSARY):


**AUDIO/VISUAL EQUIPMENT NEEDED:**


**AUDIO/VISUAL EQUIPMENT NEEDED:**


**EVALUATION PLAN** (Method(s) you as faculty will use to measure the participants' learning throughout the course of the program/session - this is not the end of session/program evaluation):


Please take the time to carefully complete this section, as it assists staff in assigning COJET hours to your session/program, and is also of great use in the event you are unable to teach this class and a substitute is needed.

<b>TIME ALLOCATION</b> <b>(approximate)</b>	<b>PRESENTATION GUIDE</b> <b>(an outline of the program,</b> <b>including topics, subtopics,</b> <b>explanations, descriptions,</b> <b>activities, etc.)</b>	<b>NOTES TO TRAINER</b> <b>(reminders, references,</b> <b>audio/video equipment to</b> <b>be used, etc.)</b>

# EDUCATION UNIT PROGRAM PLAN PROPOSAL



(SAMPLE)

Name: Jane Doe

Title: Personnel Officer

Business/Organization/Court: Human Resources Officer, AOC

Address: 1501 West Washington, Phoenix

Phone: (602) 542-9999 Fax: (602) 542-2222

Conference: Judicial Staff Conference

Topic: Legal Issues in Court Employment Duration of Program: 6.5 hours

**TITLE OF PRESENTATION:****DATE OF****PRESENTATION:**

October 22

**TIME:**

8:00 a.m. - 5:00 p.m.

**PLEASE LIST ADDITIONAL FACULTY OR PANEL MEMBERS:**

None

**BIOGRAPHICAL INFORMATION (you may attach resume or vita):**

Personnel Officer, AOC - 1980 until present

Human Resources Manager - Georgia - Pacific Corp. 1975 - 1980

Human Resources Clerk - City of Phoenix 1973 - 1975

BA University of Chicago/MA University of Arizona

Doctoral work at Arizona State University

**FINAL PROGRAM DESCRIPTION (for brochure):**

Whether a newly promoted manager or an experienced one, legal issues in employment are critical for effective management practices. This session will provide an overview of all relevant laws and recommended practices for managers in the Arizona court system. From hiring practices to the ADA, risk abounds unless managers are prepared.

**QUESTIONS TO INVOLVE ATTENDEES (questions that are open-ended to solicit audience participation, preferably questions regarding experiences, procedures, opinions, etc. with no "right" or "wrong" answers expected):**

1. What comes to mind when you hear the term "legal issues in employment"?
2. Which of the "legal interview questions" I have presented will most likely extract valid information?
3. Which of the legal issues we have discussed will most likely cause you concern in your court?
4. Which of these legal issues has affected you personally or professionally? What are your feelings about these issues?
5. What will you do differently as a result of the legal issues discussed today?

**OBJECTIVES: Participants should be able to DO the following or ANSWER the following questions at the conclusion of this program:**

1. Identify relevant employment legislation;
2. Demonstrate ability to draft appropriate interview questions;
3. Determine (in a case study) if sexual harassment has been committed;
4. Appropriately document (from a case study) "problem" employment behavior.

**ROOM ARRANGEMENT PLAN (USE BACK FOR ILLUSTRATION IF NECESSARY):**

"crescent" rounds with 5 to 6 people per table;  
materials table in front of room

**AUDIO/VISUAL EQUIPMENT NEEDED:**

screen, overhead projector, slide projector, video playback equipment, flip chart easel and pad

**EVALUATION PLAN (Method(s) you as faculty will use to measure the participants' learning throughout the course of the program/session - this is not the end of session/program evaluation):**

I will observe participants during role play; I will assess learning during questions and answer periods;  
I will assess learning from discussion surrounding case study situations given to each table of participants.

Please take the time to carefully complete this section, as it assists staff in assigning COJET hours to your session/program, and is also of great use in the event you are unable to teach this class and a substitute is needed.

<b>TIME ALLOCATION (approximate)</b>	<b>PRESENTATION GUIDE (an outline of the program, including topics, subtopics, explanations, descriptions, activities, etc.)</b>	<b>NOTES TO TRAINER (reminders, references, audio/video equipment to be used, etc.)</b>
10 minutes	Introductions and presentation of initial scenario; audience reaction and discussion	Use AMA video and written case study from Pima County
20 minutes	Overview of employment laws	Give out synopsis
30 minutes	American with Disabilities Act	Use video Select Facilitators from each table to give input
<b><u>BREAK</u></b>		
30 minutes	Family and Medical Leave Act (FMLA)	Use video Select new facilitators
30 minutes	Fair Labor Standards Act (FLSA)	Discuss scenario in handout material
<b><u>BREAK</u></b>		
30 minutes	Sexual Harassment	Select players and conduct role play
15 minutes	Recap and discussion of morning presentation	
<b><u>LUNCH</u></b>		
30 minutes	Interviewing	Use video Conduct exercise to draft interview questions
30 minutes	Performance Review	Use video Conduct discussion
<b><u>BREAK</u></b>		
30 minutes	Wrongful Termination	Use video Conduct Discussion
30 minutes	Handling Discrimination Complaints	Conduct group discussion
<b><u>BREAK</u></b>		
30 minutes	Civil Rights Act of 1964	Lead discussion
30 minutes	EEOC/Affirmative Action	Use video Select new facilitators Use case studies for each table
<b><u>BREAK</u></b>		

Please take the time to carefully complete this section, as it assists staff in assigning COJET hours to your session/program, and is also of great use in the event you are unable to teach this class and a substitute is needed.

TIME ALLOCATION (approximate)	PRESENTATION GUIDE (an outline of the program, including topics, subtopics, explanations, descriptions, activities, etc.)	NOTES TO TRAINER (reminders, references, audio/video equipment to be used, etc.)
30 minutes	Action planning for individual participants and their courts	Explain Action Planning Allow time for each participant to complete a plan for their own court
15 minutes	Sharing of Action Plans, Review of Issues, Reactions to Program	Obtain participant assurance of change in practice in appropriate areas.  Distribute / collect evaluation forms.

## **STEP 4:**

### **APPLIES TO ANY FACULTY REQUESTING GRAPHIC ARTIST ASSISTANCE**

### **GRAPHIC ARTS PRODUCTION REQUEST**

Graphic artists in the Education Services Division can assist faculty in developing teaching materials and in determining which audiovisual equipment best suits the information to be delivered.

The most common forms of service requested is for development of overhead transparencies, slides and computerized graphics. The form used to request these services is the Production Request.

Faculty need to complete a Production Request for each type of services requested; faculty should attach to the form a computer disk or a clearly typed list of information to be included in the work.

A sample completed Production Request follows the blank form in this section.



# PRODUCTION REQUEST

(GRAPHICS SPECIALISTS)

TO: \_\_\_\_\_ FROM: \_\_\_\_\_ EXT. \_\_\_\_\_  
GRAPHICS SPECIALIST REQUESTOR'S NAME

DATE OF REQUEST \_\_\_\_|\_\_\_\_|\_\_\_\_ DATE RECEIVED \_\_\_\_|\_\_\_\_|\_\_\_\_ DATE PROJECT DUE \_\_\_\_|\_\_\_\_|\_\_\_\_

PROGRAM OR CONFERENCE THIS IS FOR

*PLEASE BE SPECIFIC. USE EXACT TITLES OF PROGRAMS AND CONFERENCES.*

EDUCATION SERVICES USE ONLY

GRAPHICS SPECIALIST SIGNATURE \_\_\_\_\_

DATE \_\_\_\_|\_\_\_\_|\_\_\_\_

EDUCATION SERVICES

DIVISION DIRECTOR'S SIGNATURE \_\_\_\_\_

DATE \_\_\_\_|\_\_\_\_|\_\_\_\_

## PROJECT DESCRIPTION

(PLEASE BE SPECIFIC WITH INSTRUCTIONS, ATTACH EXAMPLES OR ORIGINALS)

This form is to be used to request production of  
overhead transparencies, flyers/ brochures, slides, videos and  
other graphic or audiovisual materials.

PROJECT  
RECEIVED  
BY \_\_\_\_\_

DATE  
PROJECT  
COMPLETED \_\_\_\_|\_\_\_\_|\_\_\_\_

TOTAL HOURS FOR  
COMPLETION  
OF PROJECT \_\_\_\_\_

(SAMPLE)



# PRODUCTION REQUEST

(GRAPHICS SPECIALISTS)

TO: Leslee / Andres  
GRAPHICS SPECIALIST

FROM: Jane Doe  
REQUESTOR'S NAME

EXT. 123-4567

DATE OF REQUEST 9 | 1 |

DATE RECEIVED 9 | 1 |

DATE PROJECT DUE 9 | 30 |

PROGRAM OR CONFERENCE THIS IS FOR

Legal Issues in Court Employment Training  
*PLEASE BE SPECIFIC. USE EXACT TITLES OF PROGRAMS AND CONFERENCES.*

EDUCATION SERVICES USE ONLY

GRAPHICS SPECIALIST SIGNATURE \_\_\_\_\_

DATE \_\_\_\_ | \_\_\_\_ | \_\_\_\_

EDUCATION SERVICES

DIVISION DIRECTOR'S SIGNATURE \_\_\_\_\_

DATE \_\_\_\_ | \_\_\_\_ | \_\_\_\_

## PROJECT DESCRIPTION

(PLEASE BE SPECIFIC WITH INSTRUCTIONS, ATTACH EXAMPLES OR ORIGINALS)

Please create color overheads of attached copies for my presentation. Be creative. I have broken it down so each attached page is one overhead. Also, please print out an outline of the overheads for me.

Thank you, if you have questions, please call me. If you would, please FAX me preliminary samples before you create the color versions.

PROJECT  
RECEIVED  
BY \_\_\_\_\_

DATE  
PROJECT  
COMPLETED \_\_\_\_\_

TOTAL HOURS FOR  
COMPLETION  
OF PROJECT \_\_\_\_\_

## **STEP 5: APPLIES TO ANY FACULTY USING HANDOUTS**

### **HANDOUT DUPLICATION REQUEST**

A copy of any material to be distributed during a session must be submitted to the appropriate Education Specialist prior to the program, even if faculty plans on duplicating materials themselves.

If requesting duplication, the Handout Request form should accompany the “copy-ready” materials.

If requesting graphic artist assistance with getting materials “copy-ready,” faculty should submit their requests early in the planning process. Consult the earlier sections of this booklet or the appropriate Education Specialist for time lines.

A sample completed Handout Request follows the blank form in this section.



# HANDOUT MATERIAL REQUEST FORM

A copy of any material to be distributed at your session, whether to be duplicated by this division or not, must be attached to this form and submitted to Education Services by \_\_\_\_\_.

Please check the appropriate box

- ☐ A COPY OF HANDOUT MATERIAL IS ATTACHED, DUPLICATION IS REQUESTED.
- ☐ A COPY OF HANDOUT MATERIAL IS ATTACHED, DUPLICATION IS NOT REQUESTED.
- ☐ I WILL BE USING THE ENCLOSED HANDOUT FROM A PREVIOUS SESSION.
- ☐ Make changes as indicated on enclosed handout.
- ☐ No changes are needed.
- ☐ THERE WILL BE NO HANDOUT MATERIAL DISTRIBUTED AT MY SESSION.

Please attach a copy of the materials you are submitting for handouts.

Staff members will:

- ! Provide formatting (if requested), a cover page, page numbers, etc.
- ! Duplicate according to session size.
- ! Deliver materials to the conference for distribution at your session.

**FACULTY NAME:** \_\_\_\_\_

**SESSION TOPIC/TITLE:** \_\_\_\_\_

**SPECIAL INSTRUCTIONS:** \_\_\_\_\_

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# HANDOUT MATERIAL REQUEST FORM

(SAMPLE)

**A copy of any material to be distributed at your session, whether to be duplicated by this division or not, must be attached to this form and submitted to Education Services by April 15**

Please check the appropriate box

- ☒ A COPY OF HANDOUT MATERIAL IS ATTACHED, DUPLICATION IS REQUESTED.
- ☐ A COPY OF HANDOUT MATERIAL IS ATTACHED, DUPLICATION IS NOT REQUESTED.
- ☐ I WILL BE USING THE ENCLOSED HANDOUT FROM A PREVIOUS SESSION.
- ☐ Make changes as indicated on enclosed handout.
- ☐ No changes are needed.
- ☐ THERE WILL BE NO HANDOUT MATERIAL DISTRIBUTED AT MY SESSION.

Please attach a copy of the materials you are submitting for handouts.

Staff members will:

- ! Provide formatting (if requested), a cover page, page numbers, etc.
- ! Duplicate according to session size.
- ! Deliver materials to the conference for distribution at your session.

**FACULTY NAME:** Jane Doe

**SESSION TOPIC/TITLE:** Judges as Managers and Supervisors

**SPECIAL INSTRUCTIONS:** Please use the illustrations I have enclosed for  
"division pages" between the sections of my materials.

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**STEP 6: APPLIES TO ANY FACULTY BEING EVALUATED BY  
COJET, JCA, JSEC, COPE, DL OR EDUCATION  
SERVICES STAFF**

**STAFF EVALUATION OF PRESENTER FORMS**

In addition to the traditional evaluation of faculty by program participants, Education Services staff, members of the Committee on Judicial Education and Training, and members of the Board of the Judicial College of Arizona, Judicial Staff Education Committee and Committee on Probation Education are responsible for evaluating faculty on a routine basis. The designated evaluator will attend the program and use standardized evaluation forms. These forms are different from those used by participants and assess different aspects of the presentation.

A sample set of completed Staff Evaluation of Presenter forms follows the blank forms in this section.



## STAFF EVALUATION OF PRESENTER

Presenter/Trainer \_\_\_\_\_

Session Title \_\_\_\_\_

Conference \_\_\_\_\_

Date of Presentation \_\_\_\_\_ Time (Duration): From \_\_\_\_\_ To \_\_\_\_\_

Pre-Planning \_\_\_\_\_

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Use of Audio Visuals \_\_\_\_\_

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Tone and Pace \_\_\_\_\_

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Presentation Skills \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cooperativeness \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Incorporation of or Dealing with Issues of Gender/Diversity was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>OVERALL RATING:</b>	<b><u>POOR</u></b>	<b><u>FAIR</u></b>	<b><u>AVERAGE</u></b>	<b><u>GOOD</u></b>	<b><u>EXCELLENT</u></b>
<b>See Attachment:</b>	<b>0-2</b>	<b>3-4</b>	<b>5-6</b>	<b>6-8</b>	<b>8-10</b>

Evaluated by \_\_\_\_\_ Date \_\_\_\_\_

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_



# INSTRUCTIONAL CRITERIA FOR RATING FACULTY

**Faculty Name** \_\_\_\_\_  
**Evaluator** \_\_\_\_\_  
**Program Title** \_\_\_\_\_ **Date** \_\_\_\_\_

ITEM	POINTS	
	POSSIBLE	GIVEN
1. Speaks in clear, understandable English	-ESSENTIALS-	
2. Presents information conversationally rather than reading it	1	
3. Presents and clarifies lesson objectives	1/2	
4. Moves around room, varies voice modulation, uses natural and animated hand gestures, maintains eye contact	1/2	
5. Uses audio visuals, written materials, flip charts, etc. to present information	1/2	
6. Gives demonstration of procedures	1	
7. Includes practice exercises directly related to objective(s)	1	
8. Gives clear directions for exercises	1/2	
9. Monitors practice by checking individual responses	1/2	
10. Gives feedback on practice, comments, and exercises	1	
11. Asks participants questions to check understanding	1/2	
12. Evaluates learner acquisition of skills (objectives)	1	
13. Gives learners positive reinforcement for questions/responses	1	
14. Actively involves learners for at least 50% of lesson time	1/2	
15. Completes lesson in time allowed with appropriate allocation of time to major portions	1/2	
	10	



## STAFF EVALUATION OF PRESENTER

(SAMPLE)

Presenter/Trainer Jane Doe

Session Title Judges as Managers and Supervisors

Conference Arizona Judicial Conference

Date of Presentation June 19 Time (Duration): From 8:30 a.m. To 5:00 p.m.

Pre-Planning Faculty seemed very prepared. Videos of actual interactions between judges and the staff they supervise had been done prior to the session and edited to highlight both the positive and negative aspects of judges serving as both the judicial leader in the court and the manner of the staff inside and outside the courtroom.

Use of Audio Visuals Faculty utilized a variety of audio visual equipment including a video projection unit, a flip chart, an overhead projector and a slide projector. Her use of each piece of equipment was appropriate and done with ease.

Tone and Pace Faculty seemed to be at ease with the audience and paced the presentation slowly when addressing new areas of information. Her tone was one of expertise, but also one of understanding the dilemma judges face when supervising staff. She established a dialog with the judges and encouraged their continued interaction throughout her program.

Presentation Skills Faculty's presentation skills were extremely good. Her program tapped her  
skills as a listener, a questioner, a leader and a mentor. The only area in which she could have  
improved would have been her use of audience experience to foster further development of her topic.

Cooperativeness Ms. Doe exhibited cooperativeness to staff and participated in every way. She  
worked with staff prior to the program to be sure we had all we needed from her regarding the session;  
she was open to participants' questions and challenges and never indicated any rigidity.

Incorporation of or Dealing with Issues of Gender/Diversity was Several of the case studies Ms. Doe  
used in the session focused on gender and diversity issues. She carefully incorporated these with  
other relevant issues so there was no perception of accusing anyone of bias.

Other Comments Participants responded very well to the information and the style Ms. Doe used  
in this session. Evaluations and after class conversation indicated that participants will incorporate  
her suggestions and techniques in their interactions with staff in the future.

<b>OVERALL RATING:</b>	<b><u>POOR</u></b>	<b><u>FAIR</u></b>	<b><u>AVERAGE</u></b>	<b><u>GOOD</u></b>	<b><u>EXCELLENT</u></b>
<b>See Attachment:</b>	<b>0-2</b>	<b>3-4</b>	<b>5-6</b>	<b>6-8</b>	<b>8-10</b>

Evaluated by \_\_\_\_\_ Date \_\_\_\_\_

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_



# INSTRUCTIONAL CRITERIA FOR RATING FACULTY

(SAMPLE)

<b>Faculty Name</b>	<u>Jane Doe</u>		
<b>Evaluator</b>	<u>Robert (Bob) Smith, Jr.</u>		
<b>Program Title</b>	<u>Judges as Managers and Supervisors</u>	<b>Date</b>	<u>June 19</u>

ITEM	POINTS	
	POSSIBLE	GIVEN
1. Speaks in clear, understandable English	-ESSENTIALS-	
2. Presents information conversationally rather than reading it	1	<u>1</u>
3. Presents and clarifies lesson objectives	1/2	<u>1/2</u>
4. Moves around room, varies voice modulation, uses natural and animated hand gestures, maintains eye contact	1/2	<u>1/2</u>
5. Uses audio visuals, written materials, flip charts, etc. to present information	1/2	<u>1/2</u>
6. Gives demonstration of procedures	1	<u>1</u>
7. Includes practice exercises directly related to objective(s)	1	<u>1</u>
8. Gives clear directions for exercises	1/2	<u>1/2</u>
9. Monitors practice by checking individual responses	1/2	<u>1/2</u>
10. Gives feedback on practice, comments, and exercises	1	<u>1/2</u>
11. Asks participants questions to check understanding	1/2	<u>1/2</u>
12. Evaluates learner acquisition of skills (objectives)	1	<u>1/2</u>
13. Gives learners positive reinforcement for questions/responses	1	<u>1</u>
14. Actively involves learners for at least 50% of lesson time	1/2	<u>1/2</u>
15. Completes lesson in time allowed with appropriate allocation of time to major portions	1/2	<u>1/2</u>
	10	<u>9</u>

## **STEP 7: APPLIES TO COURT PERSONNEL IN ARIZONA SERVING AS FACULTY**

### **REIMBURSEMENT FORM**

For Arizona court/judicial personnel, compensation is generally reimbursement for expenses incurred in order to serve as faculty. The state approved Employee Travel Claim form is used to enumerate expenses. Expenses are subject to current state reimbursement limitations and, original receipts are required for certain expenses, such as airfare or hotel lodging. In other instances, established amounts are sufficient.

The employee requesting reimbursement is responsible for reading the instructions for completing the form (either on the back of the form or as an attachment), indicating appropriate descriptions and amounts in designated spaces of the form, signing the claim and obtaining any other required signatures (such as supervisor).

STATE OF ARIZONA EMPLOYEE TRAVEL CLAIM	AGENCY			PHONE		BATCH HEADER		
	SOCIAL SECURITY NUMBER			DATE	AGY	DATE	TYP	NO
						DUTY POST		LICENSE PLATE
EMPLOYEE NAME				EMPLOYEE PHONE NUMBER		MC 001		
EMPLOYEE ADDRESS			PERIOD (MO/YR)	PURPOSE OF TRAVEL / DESCRIPTION				

DATE	PLACE DEPARTED FROM	TIME	PLACE ARRIVED AT	TIME	ODOMETER		MILES	MEALS	LODGING	OTHER		TOTAL EXPENSES
					START	END						
							-					
BY MY SIGNATURE HERON, I AGREE THAT I WILL RETURN ANY AMOUNTS ADVANCED TO ME IN EXCESS OF THE AMOUNT OF THIS CLAIM WITHIN TEN DAYS OF THE DATE TRAVEL IS COMPLETED. I UNDERSTAND THAT ANY TRAVEL ADVANCE NOT REIMBURSED IN A TIMELY MANNER MAY BE DEDUCTED FROM MY SALARY, WAGES, OR TRAVEL EXPENSE REIMBURSEMENT DUE TO ME. (ARS § 35-192.02)												
								BALANCE BROUGHT FORWARD FROM CONTINUATION PAGES >				
								TOTAL TRAVEL EXPENSES >				

DOC DATE	EFF DATE	CURR DOC		AGY	DOC AMOUNT			DOC AGY	CLAIM AMOUNT			
DOC SFX	REF DOC		REF SFX	M	TC	INDEX	PCA	AY	COBJ	AOBJ	AMOUNT	R

I CERTIFY THE ABOVE ITEMS OF EXPENSE WERE INCURRED FOR AUTHORIZED OFFICIAL STATE BUSINESS; THEY ARE CORRECT AND PROPER CHARGES; THE PRIVATE VEHICLE, IF USED, IS COVERED BY LIABILITY INSURANCE.	DRIVER LICENSE NUMBER		I CERTIFY THAT THE ABOVE TRAVEL WAS AUTHORIZED FOR OFFICIAL STATE BUSINESS AND PAYMENT THEREOF WILL NOT EXCEED APPROPRIATION ALLOTMENT OR OTHER AUTHORIZED FUNDS.	SUPERVISOR SIGNATURE / DATE	
	SIGNATURE / DATE			AGENCY ACCOUNTING AUTHORIZED SIGNATURE	

STATE OF ARIZONA EMPLOYEE TRAVEL CLAIM	AGENCY			PHONE		BATCH HEADER		
	SOCIAL SECURITY NUMBER			DATE	AGY	DATE	TYP	NO
						DUTY POST		LICENSE PLATE
EMPLOYEE NAME				EMPLOYEE PHONE NUMBER		MC 001		
EMPLOYEE ADDRESS			PERIOD (MO/YR)	PURPOSE OF TRAVEL / DESCRIPTION				

DATE	PLACE DEPARTED FROM	TIME	PLACE ARRIVED AT	TIME	ODOMETER		MILES	MEALS	LODGING	OTHER		TOTAL EXPENSES
					START	END						
							-					
BY MY SIGNATURE HERON, I AGREE THAT I WILL RETURN ANY AMOUNTS ADVANCED TO ME IN EXCESS OF THE AMOUNT OF THIS CLAIM WITHIN TEN DAYS OF THE DATE TRAVEL IS COMPLETED. I UNDERSTAND THAT ANY TRAVEL ADVANCE NOT REIMBURSED IN A TIMELY MANNER MAY BE DEDUCTED FROM MY SALARY, WAGES, OR TRAVEL EXPENSE REIMBURSEMENT DUE TO ME. (ARS § 35-192.02)												
								BALANCE BROUGHT FORWARD FROM CONTINUATION PAGES >				
								TOTAL TRAVEL EXPENSES >				

DOC DATE	EFF DATE	CURR DOC		AGY	DOC AMOUNT			DOC AGY	CLAIM AMOUNT			
DOC SFX	REF DOC		REF SFX	M	TC	INDEX	PCA	AY	COBJ	AOBJ	AMOUNT	R

I CERTIFY THE ABOVE ITEMS OF EXPENSE WERE INCURRED FOR AUTHORIZED OFFICIAL STATE BUSINESS; THEY ARE CORRECT AND PROPER CHARGES; THE PRIVATE VEHICLE, IF USED, IS COVERED BY LIABILITY INSURANCE.	DRIVER LICENSE NUMBER		I CERTIFY THAT THE ABOVE TRAVEL WAS AUTHORIZED FOR OFFICIAL STATE BUSINESS AND PAYMENT THEREOF WILL NOT EXCEED APPROPRIATION ALLOTMENT OR OTHER AUTHORIZED FUNDS.	SUPERVISOR SIGNATURE / DATE	
	SIGNATURE / DATE			AGENCY ACCOUNTING AUTHORIZED SIGNATURE	